DOCUMENT RESUME

ED 473 433 SO 034 297

AUTHOR	Blankenship, Glen; Tinkler, D. William
TITLE	Overview of Germany: The Federal Republic and the Federal States. Social Studies, Grades 6-8. Update 2002.
INSTITUTION	Goethe House, New York, NY.; Inter Nationes, Bonn (Germany).
PUB DATE	2002-00-00
NOTE	86p.; For related items, see SO 027 656-663 and SO 029 487-488. Color transparencies not available from ERIC.
AVAILABLE FROM	Goethe House New York, German Cultural Center, 1014 Fifth Avenue, New York, NY 10028. Tel: 212-439-8700; Fax: 212-439-8705; e-mail: promote@goethe-newyork.org; Web site: http://www.goethe.de/ uk/ney/deindex.htm.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Area Studies; Comparative Analysis; Cross Cultural Studies; *Cultural Context; Foreign Countries; *Geography; *Government (Administrative Body); Middle Schools; Perspective Taking; Social Studies
IDENTIFIERS	*Germany; Scope and Sequence; *United States

ABSTRACT

This instructional package, consisting of a text and 15 transparencies, is designed for middle school classrooms. The four lessons in the package correlate to the study of world cultures (perspective taking and symbols), geography, and government. The materials in the package focus on national studies and state studies from a comparative United States/Germany approach. The four lessons are: (1) "Culture and Perspective Taking on the Federal Republic of Germany" (five activities); (2) "Unifying Traits in Both the United States and the Federal Republic of Germany" (six activities); (3) "German Governmental System" (five activities); and (4) "Geography of Germany" (six activities) Each lesson states educational objectives; lists materials and resources; offers background information; and provides the activities. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 433

Overview of Germany: The Federal Republic and the Federal States. Social Studies, Grades 6-8. Update 2002.

Glen Blankenship
D. William Tinkler

Goethe House, New York, NY.
Inter Nationes, Bonn (Germany).

SO 034 297

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Stahl

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

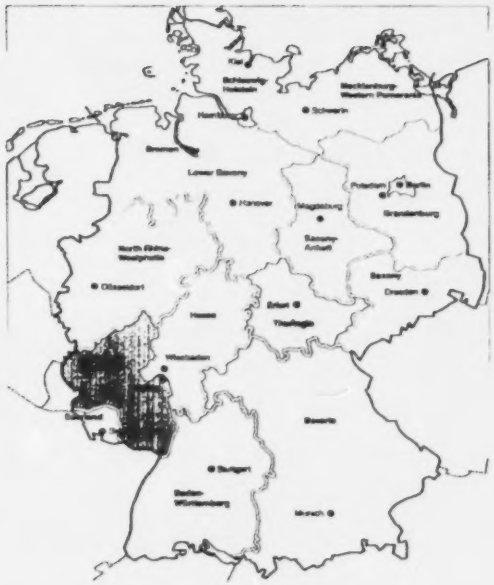
☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OVERVIEW OF GERMANY

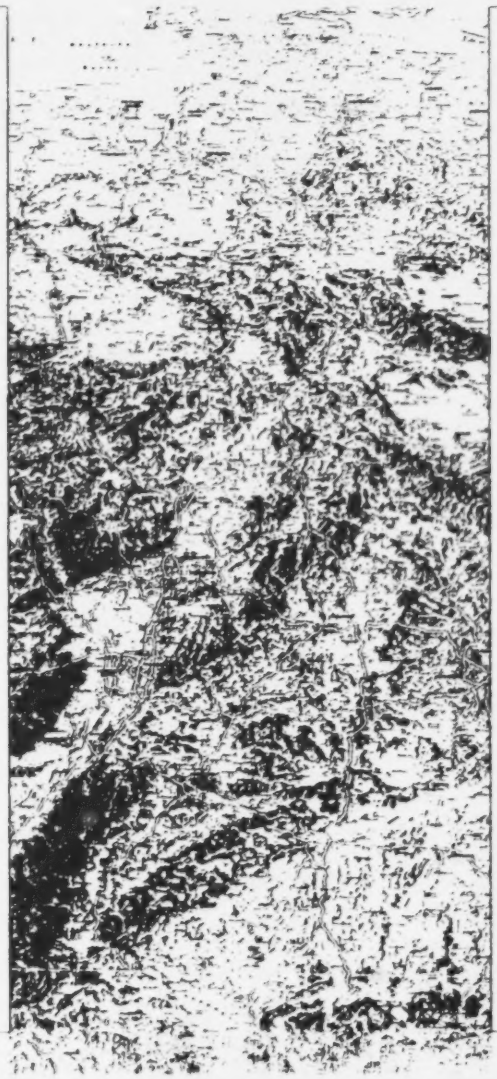
The Federal Republic and the Federal States



Update 2002

SOCIAL STUDIES

GRADES 6–8



BEST COPY AVAILABLE

GOETHE-INSTITUT

3

Inter Nationes

Update 2002

OVERVIEW OF GERMANY

The Federal Republic and the Federal States

SOCIAL STUDIES
GRADES 6–8

by Glen Blankenship
and D. William Tinkler

Glen Blankenship, co-author of the lessons, is Program Director for the Georgia Council on Economic Education at Georgia State University and the former Social Studies Coordinator for the Georgia Department of Education. In addition to his work in the field of curriculum development and teacher education, Dr. Blankenship is a frequent presenter to civic and educational organizations across the nation. Dr. Blankenship earned his B.A. and M.Ed. in Political Science from Georgia State University, and a Ph.D. from Emory University.

D. William Tinkler, co-author of the lessons, is a middle school principal for the Gwinnett County, Georgia, School System. Dr. Tinkler is active in his state's social studies professional organization, serving as president in 1993. He has also assisted in the writing of course guides and instructional materials on special topics. Graduating *cum laude* with a B.A. in Political Science from Duke University, Dr. Tinkler earned his Ed.D. from the University of Georgia.

These materials may be reproduced by teachers and schools systems for classroom use. Please provide a complete citation of the source when duplicating for other purposes.

Editor: Martina Müller, Goethe-Institut Inter Nationes, Bonn
Michael Nentwich, Goethe-Institut Inter Nationes, Atlanta

GOETHE-INSTITUT

Inter Nationes

Bildungsmedien und Film
B11
Kennedyallee 91–103
D-53175 Bonn
Federal Republic of Germany
Telefon: +49-228 880-0
Telefax: +49-228 880-457
Teletex: 28308-IND
Telex: 8869904-IND
E-mail: B1@inter-nationes.de
www.inter-nationes.de

Copyright 2002 by
Goethe-Institut Inter Nationes Bonn, Atlanta

Introduction

This collection of lessons was developed as a result of study/travel seminars attended by Georgia educators during the summers of 1989, 1991, 1993 and 1999. An ongoing goal of the project was to develop and disseminate exemplary lessons for teaching about the Federal Republic of Germany.

These lessons are designed so that they may be used individually via integration into the curriculum, or collectively used as a complete stand-alone unit. The teacher should adjust the materials to accomodate the needs, interests, and performance levels of students in their classrooms. Each lesson begins with an outline for teaching which includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons provide the teacher with most of the materials needed for implementation.

The authors would like to thank the following Georgia educators for the significant contributions of ideas and materials resulting in this instructional kit.

Eddie Bennett, Director of Staff Development, Pioneer RESA; **Stuart Bennett,** Principal, McIntosh High School; **Horst Bussiek,** former German Language Consultant, Georgia Department of Education; **Carolyn Smith Carter,** Bradwell Institute, Liberty County Schools; **David Cline,** Cedar Hill Elementary School, Gwinnett County Schools; **Gwendale Belle Gaines,** Miller Middle School, Bibb County Schools; **Ruth Gassett,** Fine Arts Coordinator, Georgia Department of Education; **Gwen Hutcheson,** Social Studies Coordinator (retired), Georgia Department of Education; **Glen Jones,** German Language Teacher, LaFayette High School, Walker County Schools; **Jeanette Kirby,** Social Studies Coordinator (retired), Muscogee County Schools; **Carol McCullough,** Heritage High School, Rockdale County Schools; **Emmett Mullins,** Cedar Hill Elementary School, Gwinett County Schools; **Mary Mullins,** Art Teacher, Snellville Middle School, Gwinett County Public Scools; **James Pippin,** Arnold Junior High School, Muscogee County Schools; **Kim Puritt,** Banks County High School, Banks County Schools; **Helen Richardson,** Executive Director of Curriculum Services, Fulton County Schools; **Marsha Scheppler,** Timothy Elementary School, Clarke County Schools; **Donald O. Schneider,** Professor of Social Science Education, The University of Georgia; **Lindsey Smith,** Lovejoy High School, Clayton County Schools; **Carolyn Soff,** Renfroe Middle School, Decatur City Schools; **Mary Spillane,** German Language Teacher, Cobb County Schools; **Marie Wilson,** Georgia Council on Economic Education.

The authors deeply appreciate the assistance of **Dr. Michael Nentwich**, Goethe-Institut Inter Nationes Atlanta, for his significant contributions to this document. Without his encouragement, support and enthusiasm, these lessons would not exist.

BEST COPY AVAILABLE

Modern Germany

Materials for the Social Studies Classroom Description of Publications

A Kid Like Me Across the Sea is a primary/elementary instructional package targeted at grades K-3 with interest level extending to adult. This series of five lessons draws heavily on interpretation of photographs and addresses the topics of physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

Communities and Regions in Germany is an instructional package targeted at upper elementary curriculum. This instructional package, presented to students as a travelogue, stresses basic map and globe/geography skills and presents case studies of communities (cities/towns/villages) across Germany.

Overview of Germany is designed for middle school classrooms. The four lessons in the package correlate to the study of world cultures (perspective taking and symbols), geography and government. The materials focus on national studies and state studies from a comparative United States/Germany approach.

Germany in Europe: Enduring Issues is designed for the middle and secondary school classroom. The unit is organized around three topics: Germany in the European Union (history of the EU, characteristics of member states, and EU governance), Economic Issues in Germany and the European Union (the Euro, environmental policy, standard of living), and The People of Germany and the European Union (citizenship, nationalism, immigration, and the legacy of the Holocaust).

The Geography of Germany is designed for high school classrooms. The five lessons in this instructional package relate to the "Five Themes of Geography" (Location, Place, Human-Environment Interaction, Movement and Region) as promoted by the National Geographic Society. The lessons are designed to support the teaching of courses in world geography and world history.

Cultural Reflections: Work, Politics and Daily Life in Germany is also designed for the high school classroom. The three lessons in this instructional kit include "The German Worker," "Culture and Daily Life in Germany" and "Government in Germany." Student activities focus on comparative economic systems, worker training and apprenticeship programs, structure of government (including case studies of the health care system and the federal budget), the role of the press in Germany, and leisure activities.

Additional materials which support these instructional programs are also available: political and physical **wall maps of Germany and Europe;** *Germany Since 1945: A Focus on Berlin* **video;** *Facts About Germany* **handbook;** and additional resources.

These materials were written by social studies educators in Georgia
and printed by **Goethe-Institut Inter Nationes, Bonn.**

Single copies at cost price are available from
National Council for the Social Studies, NCSS Publications
P. O. Box 2067, Waldorf, MD 20604-2067
toll free telephone (1-800) 683-0812 (9 a.m. – 5 p.m. ET M–F); Telefax (301) 843-0159
E-mail: ncss@aol.com
http://www.ncss.org/home/ncss

American Association of Teachers of German (AATG)
112 Haddontowne Court, Suite 104, Cherry Hill, New Jersey 08034
Telephone (609) 795-5553; Telefax (609) 795-9398
E-mail: 73740.3231@compuserve.com
http://www.aatg.org

Free sets of materials for inservice training
Goethe-Institut Inter Nationes Atlanta
Colony Square/Plaza Level
1197 Peachtree St., NE
Atlanta, GA 30361-2401
Telephone (404) 892-2388; Telefax (404) 892-3832
E-mail: goetheatlanta@mindspring.com

Modern Germany

Materials for the Social Studies Classroom Scope and Sequence, K-12

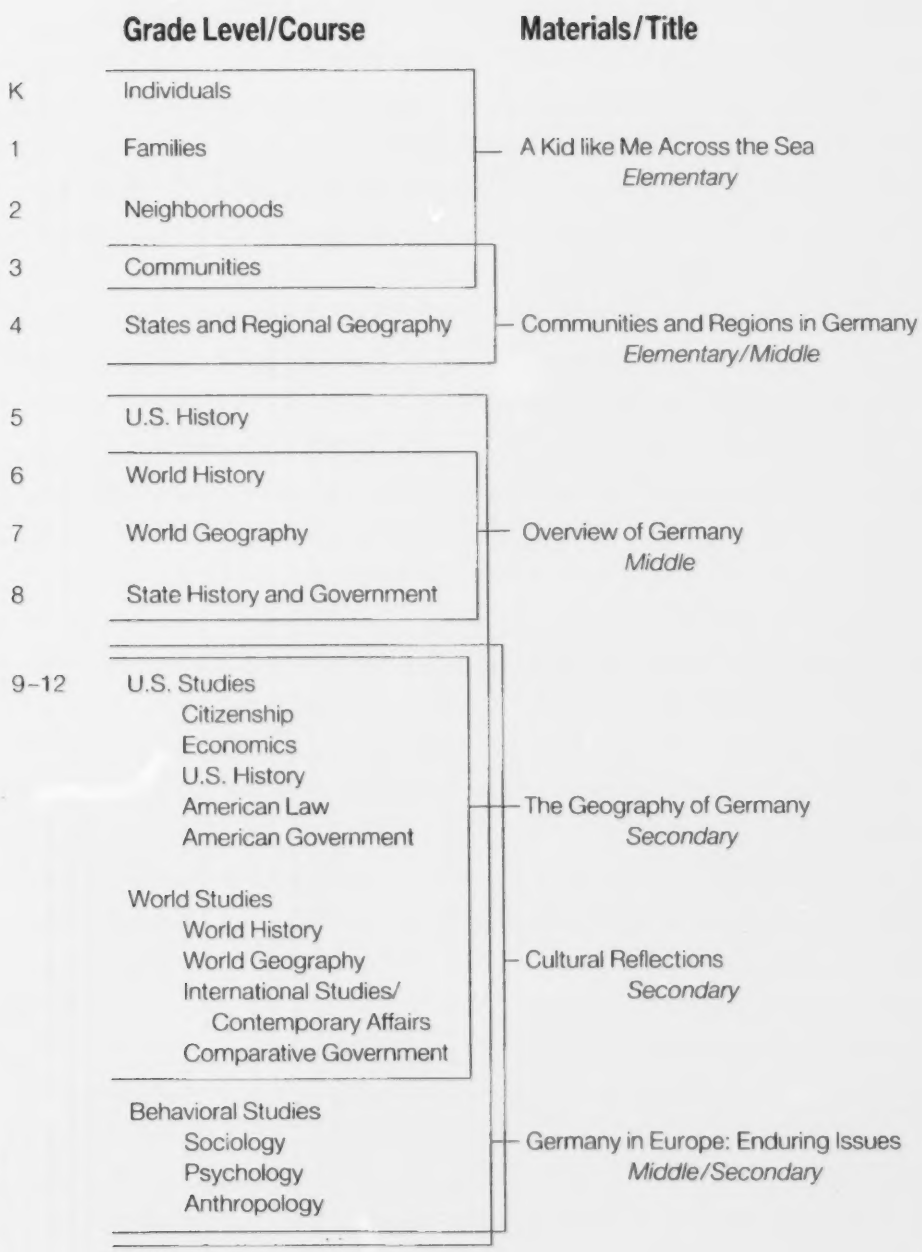


Table of Contents

Lesson	Title		Page
Lesson One	**Culture and Perspective Taking on the Federal Republic of Germany**		1
	Activity 1	Impressions of Germany	
	Activity 2	Perspective Taking	
	Activity 3	Cultural Attitudes of Students	
	Activity 4	German Proverbs	
	Activity 5	Great People of German Culture	
Lesson Two	**Unifying Traits in Both the United States and the Federal Republic of Germany**		17
	Activity 1	Locating the German States	
	Activity 2	Describing the German States	
	Activity 3	Historic Sites in Germany	
	Activity 4	Town Names in Germany	
	Activity 5	State Coats of Arms and Great Seals	
	Activity 6	National Symbols	
Lesson Three	**German Governmental System**		37
	Activity 1	The Basic Law – Preamble	
	Activity 2	Principles of German Federal Government	
	Activity 3	Structure and Organization of National Government	
	Activity 4	State Government Elections	
	Activity 5	Structure and Organization of State Government	
Lesson Four	**Geography of Germany**		57
	Activity 1	Germany's Location in Europe	
	Activity 2	Geophysical Features of Europe	
	Activity 3	Transportation in Germany	
	Activity 4	Waterways, Highways, Railways	
	Activity 5	Traveling Across Germany	
	Activity 6	Establishing Sister City Relationships	

L1

Lesson 1 Culture and Perspective Taking on the Federal Republic of Germany

Lesson Objectives

The student will be able to:

- describe impressions and opinions of Germany and Germans.
- use photographic and other information sources to test, verify and revise initial impressions of Germany and its people.

Materials and Resources

Activity 1 – Impressions of Germany

- Worksheet 1.1 "Impressions of Germany and Germans"
- Teacher Resource 1.1 "Culture of the Federal Republic of Germany"
- Calculators, clear transparency sheets, washable markers, rulers, compasses, protractors
- Transparency 1 "The Federal Republic of Germany"
- Transparency 2 "Culture"

Activity 2 – Perspective Taking

- Transparency 3A "Statue of Liberty"
- Transparency 3B "Brandenburg Gate"
- Handout 1.1 "German National Character"

Activity 3 – Cultural Attitudes of Students

- Worksheet 1.2 "Comparative Student Survey: United States"
- Handout 1.2 "Survey Responses from German Students"

Activity 4 – German Proverbs

- Worksheet 1.3 "Proverbs"

Activity 5 – Great People of German Culture

- Handout 1.3 "Great People of German Culture"
- Worksheet 1.4 "The Land of Poets and Thinkers"

L1

Activities

Activity 1 – Impressions of Germany

Have each student complete Worksheet 1.1, "Impressions of Germany and Germans." After students have completed the survey, divide the class into small groups and have each group tally the responses from one of the three sections. Each group should use the raw data to construct appropriate charts, tables, and graphs to summarize the information for presentation to the class. Probe students as to reasons for their impressions and what evidence they have to validate their views based on the discussion questions at the bottom of the worksheet. Save the initial impressions of students in the class for use at the end of Lesson One.

Students often have preconceived notions about countries they are studying. These notions should be confirmed, rejected or understood in the context of the particular culture. Teacher Resource 1.1 will help the teacher understand the complexity of German culture.

Display Transparency 1: "The Federal Republic of Germany" and Transparency 2 "Culture" and have students in their small groups make lists of any stereotypes or well-known and surprising images of Germany.

Obtain many different resources, especially photographs from periodicals, current news media, travel brochures and German government agencies. Display the materials and/or create resource packets to be used by students to confirm, reject or further analyze their impressions from Worksheet 1.1.

Activity 2 – Perspective Taking

An important reason for studying Germany is to provide students a look at events from the perspective of a different culture. To dramatize this point, display Transparency 3A, "Statue of Liberty." Without comment or explanation ask participants to jot a list of adjectives describing their reaction to the picture. When they finish, ask them to share their responses. The teacher should list the responses on the chalkboard without discussion. Repeat the activity by showing Transparency 3B, "Brandenburg Gate," generating a list of adjectives, and asking students to share their responses.

Debrief the activity by comparing the two lists of adjectives. Generally, the lists differ in that the Statue of Liberty elicits words of emotion and patriotism, while the Brandenburg Gate will elicit words which are less emotional and more factual descriptions. Point out to the class that a German responding to these same photographs would probably respond in a reverse manner. Stress to students that being able to see issues and events from multiple perspectives helps us better understand our own perspective on the world.

Share with students Handout 1.1, "German National Character" which displays four lists identifying a German national character as viewed by U.S., British, French and German students. The respondents were asked to underline descriptive words from a list of 178 characteristics which they considered to be typically German. Terms that were underlined by 40% or more of the respondents are displayed in each list.

Have students analyze characteristics chosen by U.S., British and French students of the German national character and compare them with the characteristics selected by Germans themselves. Discuss student findings by asking such questions as:

Which characteristics were identified by all four cultural groups as typical of Germans? (intelligent, good technicians) Which characteristics do the Germans identify about themselves that the other countries do not perceive? (proud, strong-willed, national pride) Why might this be the case? Which characteristics identified by the three other national groups are not shared by the Germans themselves? (none)

Activity 3 – Cultural Attitudes of Students

Youth culture changes constantly in industrialized societies. Fashion, music and recreational interests cannot be attributed to a single culture. To illustrate this point have each class member complete Worksheet 1.2 "Comparative Student Survey: United States." After students have finished, allow them to tabulate a composite of all categories. Then, distribute copies of Handout 1.2 "Survey Responses from German Students" to each student and discuss similarities and differences. Brainstorm possible reasons for the many

similarities between interests of students in Germany and the United States (e.g., instantaneous communications, global media events, convenient overseas travel).

Activity 4 – German Proverbs

Cultures around the world often use proverbs to teach and preserve values from one generation to another. The teacher should introduce the concept of "values" and give a few examples of proverbs well known to U.S. culture. For example, "a chip off the old block" teaches how parental modeling greatly influences the character and personality which develop in children. Ask students to complete Worksheet 1.3 "Proverbs" and be able to describe values shared by both cultures. As a concluding exercise, have students write a newspaper article summarizing their impressions of German culture.

Activity 5 – Great People of German Culture

Explain to students that Germany's contributions to the culture of the Western World have been considerable. In the 19th century Germany was known as the land of poets and thinkers *(Dichter und Denker)* with a very high level of scholarship.

Distribute Handout 1.3 "Great People of German Culture" and Worksheet 1.4 "The Land of Poets and Thinkers" to students. Review the contributions of the various German "cultural giants" with students and identify some of their writings, masterpieces and compositions by title. Have students work in groups to identify prominent U.S. writers, artists and composers and their works in the correct category on the worksheet. Examples include *Poets/Thinkers:* Robert Frost, Langston Hughes, Emily Dickinson; Writers: Toni Morrison, John Steinbeck, Annie Dillard; Playwrights: Arthur Miller, Tennessee Williams, Eugene O'Neill; *Composers/Musicians:* Leonard Bernstein, Aaron Copland, Leontyne Price, Louis Armstrong, George Gershwin; Artists: Georgia O'Keefe, Ansel Adams, Mary Cassatt, Jackson Pollock, Alexander Calder.

Discuss with students how such contributions make a society a richer place to live.

Impressions of Germany and Germans

Section I. Complete the following statements:

1. When I think of Germany, I think of . . .
2. When I think of German people, I think they are . . .

Section II. Do these statements reflect your opinions? Circle YES, NO, or NOT SURE after each one.

1. Germany is a "friend" of the United States.
   YES NO NOT SURE

2. Germany's automobile and manufacturing industries are a threat to the economic well-being of the United States.
   YES NO NOT SURE

3. Germany is as democratic and its people as free as the United States and its citizens.
   YES NO NOT SURE

4. A united Germany poses a military threat to its neighbors.
   YES NO NOT SURE

Section III. Circle the number on the continuum which most closely resembles your impression of the characteristics of Germans.

Hard-working	1	2	3	4	5	Lazy
Artistic	1	2	3	4	5	Technical-minded
Well-educated	1	2	3	4	5	Illiterate
Efficient	1	2	3	4	5	Unorganized
Peace-loving	1	2	3	4	5	Aggressive
Aloof	1	2	3	4	5	Affectionate
Self-disciplined	1	2	3	4	5	Uninhibited
Tolerant	1	2	3	4	5	Racist
Open-minded	1	2	3	4	5	Narrow-minded
Authoritarian	1	2	3	4	5	Democratic

For Discussion: What formed the basis for your characterization of Germans?
Do you personally know any Germans?
If so, how has that affected your perspective of Germans?

Culture of the Federal Republic of Germany

Every country has characteristics that distinguish it from its neighbors. These characteristics are often called its "culture." Included in these characteristics are the history and life styles of the nation, traditions, art, architecture, educational system, fashion, family celebrations and leisure time activities. Culture is dynamic; it changes. Due to modern technology, great distances are bridged by instantaneous communications. Often, countries acquire cultural aspects of other countries with which they are in contact. Therefore, it is very difficult to assign "typical" characteristics or ways of behaving to a particular culture, since this can lead to stereotyping and prejudice. This is also the case with the culture of the Federal Republic of Germany.

The culture of the Federal Republic of Germany is multi-faceted. The foreign visitor will immediately notice, among other things, the characteristic architecture and many well-known attractions. Half-timbered houses, castles, palaces, and churches all belong to this group. Fascinating for the visitor are the costumes and the traditions associated with them. The entire world knows the Bavarian costume and the Octoberfest in Munich. Though these represent two aspects of culture in one federal state, they are not representative of every German state.

Each German state has its own traditions and expressions. This is clear in the language, since a citizen from Schleswig-Holstein speaks a totally different dialect from an inhabitant of Baden-Württemberg. This illustrates how difficult it is to describe a "typical" German culture.

Germany is often called the "Land of Poets and Thinkers." Poets, writers and philosophers from all regions have contributed to this reputation. Particularly well-known are the poets Goethe and Schiller and the philosophers Kant and Hegel. Today there are also many poets and writers at work in Germany whose work is internationally known – Günter Grass, Siegfried Lenz, Gabriele Wohmann and Christa Wolf, to name only a few.

Art and music are highly respected in Germany. The scores of museums and art galleries, exhibitions and concerts in all the states of Germany demonstrate this characteristic. In every sizable German city there are various collections which give a glance into the culture of Germany, past and present. Each state supports several theaters, and often a famous orchestra as well. Plays, operas and operettas, as well as ballets and folk-dances are regularly performed.

The cultural diversity of Germany is particularly evident in the area of leisure-time activities. Many people participate in clubs in all the states of Germany. There are clubs for sports, preservation and care of traditions, collecting, gardening, and breeding animals. Soccer, rowing, traditional costume, stamp collecting, gardening, and dog breeding clubs are other examples.

Festivals and holidays give insights into special traditions and customs, which may vary from region to region. Christmas and Easter as well as other religious holidays are celebrated in similar ways throughout Germany. There are festivals, however, that are more important in different regions as, for example the pre-lenten "Karneval," which is celebrated mainly in North Rhine-Westphalia and in Rhineland-Palatinate.

As a modern industrial nation, Germany is partner with many foreign companies that have branch offices in Germany. In addition, many citizens from neighboring countries work in Germany. In the framework of European unity, Germany is opening its borders more and more. All this openness is not without its effect on German culture. The trade and financial center of Frankfurt has changed architecturally as a result of international influence. Numerous high-rise buildings have resulted in its being called "Mainhattan" because its skyline resembles New York City. [The Main (pronounced "mine") is the river on which Frankfurt is located.] A further example is food. Many restaurants featuring foreign specialities have opened, and it is increasingly difficult to describe "typical" German food.

The culture of a country usually develops without the government directing it. Where the government does have a direct influence it occurs at the state level. Every state has a Cultural Ministry, but the responsibility of the federal government for the schools, universities, theaters, and museums is limited.

BEST COPY AVAILABLE

The Federal Republic of Germany

BEST COPY AVAILABLE

Culture

BEST COPY AVAILABLE

Statue of Liberty

© Mauritius/Maca

Brandenburg Gate

© Mauritius/Rossenbach

German National Character

The United States' Image of Germans	The French Image of Germans	The British Image of Germans	Germans' Image of Themselves
national pride proud intelligent skilled craftsmen hard-working strong willed quick-tempered home-loving conscious of duty brave love for children sport-loving good technicians cultured people musical pleasure-seeking freedom-loving good scientists boastful glory-seeking organizers progressive	disciplined music-loving patriotic active in sports hospitable polite well-dressed orderly robust intelligent task-oriented talented for languages nation of the future glory-loving organizers comfort-loving national pride proud easy-living cultured comradeship correct good technicians race-conscious strong-willed	proud strong-willed hardy skilled craftsmen good scientists good technicians intelligent glory-seeking antisemitic military nation conscious of duty national pride extremely patriotic sport-loving clean hard-working	brave freedom-loving hospitable comfort-loving conscious of duty intelligent good technicians sport-loving clean hard-working skilled craftsmen good scientists progressive
The U.S. students identified 22 characteristics between 40% and 62%	The French students identified 25 characteristics between 40% and 73%	The British students identified 19 characteristics between 40% and 74%	

Students between the ages of 16 and 19 were given a list with 173 characteristics and were asked to underline those which they considered to be typically German. The above list contains those items which were identified by 40% or more of the students.

BEST COPY AVAILABLE

Comparative Student Survey: United States

1. Favorite class in school _____
2. Favorite sport to watch _____
3. Favorite sport to take part in _____
4. Hobby and spare-time activities _____
5. Favorite type or style of music _____
6. Favorite musician and musical group _____
7. Favorite television program _____
8. Favorite food _____
9. Person(s) most admired in:
   Politics _____
   Sports _____
   Movies/Television _____
   Music _____
10. Future plans (after graduating) _____
11. If you could visit any place in the world, where would you like to go? _____
12. What do you think German teenagers are like? _____
13. What do German teenagers know about us and our country? _____
14. If you could educate Germans about the United States, what would you want them to know? _____

Survey Responses from German Students*

1. Favorite classes in school – history, social studies, Art, English, Spanish, P.E.
2. Favorite sports to watch – soccer, skiing, ice-skating, basketball
3. Favorite sports to take part in – skiing, volleyball, swimming, soccer
5. Favorite types of music – pop, rock, classical, hip-hop, punk
6. Favorite musicians and musical groups – Herbert Grönemeyer, Banana fishbones, Eros Ramazotti, Madonna
7. Favorite television programs – The Simpson's, Verbotene Liebe (a soap opera), Gute Zeiten, Schlechte Zeiten (a soap opera), Wochenshow
8. Favorite foods – pizza, pasta, Italian, Chinese, Schweinebraten
9. Persons most admired in:
   Politics – Joschka Fischer, Edmund Stoiber, Gerhard Schröder
   Sports – Lothar Matthäus, Boris Becker, Michael Stich, Pete Sampras
   Television and Movies – Tom Hanks, Meg Ryan, Robin Wiliams, Til Schweiger
   Music – Herbert Grönemeyer, Michael Stipe, Madonna
10. Future plans – professions in education, banking, business, graphic arts and computers
11. If you could visit any place in the world, where would you like to go?
    New Zealand, Australia, The Caribbean, USA, South America
12. What do you think U.S. teenagers are like? Nice, friendly, open, relaxed
13. What do you think U.S. teenagers know about Germany and Germans?
    Not very much, maybe a few stereotypes, World War II and the Nazi Era
14. If you could educate U.S. students about Germany, what would you want them to know? – Germany is no longer a National socialist state, rather a sincere participant in the EU. Many Germans are progressive and worldly and many hold on to traditions. American and European teenagers are very similar. The German school system is different than the American

* administered to 60 eleventh and twelfth grade students in Geretsried, Germany, November 1998.

Proverbs

Cultures around the world use proverbs to illustrate various cultural mores and ideals of that society. Match the German proverb in the left column with the corresponding proverb from the right column.

Germany

__ 1. Silence is golden.
__ 2. If you name the wolf, he comes running.
__ 3. He who digs a trap for others will fall into it himself.
__ 4. From the rain into the gutter.
__ 5. To make an elephant out of a mosquito.
__ 6. You cannot build a house of wood without cutting trees.
__ 7. A sparrow in the hand is better than a dove on the roof.
__ 8. Nothing is eaten as hot as it is cooked.

United States

A. From the frying pan into the fire.
B. To make a mountain out of a molehill.
C. You cannot make an omelette without breaking eggs.
D. Silence is a blessing.
E. Bad news travels fast.
F. What goes around, comes around.
G. Every dark cloud has a silver lining.
H. A bird in the hand is worth two in the bush.

For each of the matched German-U.S. proverbs, list the common cultural value or values being stressed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

In addition to proverbs, what other methods are used to teach the values of a culture?

Proverbs

Key

Cultures around the world use proverbs to illustrate various cultural mores and ideals of that society. Match the German proverb in the left column with the corresponding proverb from the right column.

Germany
D 1. Silence is a blessing.
E 2. If you name the wolf, he comes running.
F 3. He who digs a trap for others will fall into it himself.
A 4. From the rain into the gutter.
B 5. To make an elephant out of a mosquito.
C 6. You cannot build a house of wood without cutting trees.
H 7. A sparrow in the hand is better than a dove on the roof.
G 8. Nothing is eaten as hot as it is cooked.

United States
A. From the frying pan into the fire.
B. To make a mountain out of a molehill.
C. You cannot make an omelette without breaking eggs.
D. Silence is golden.
E. Bad news travels fast.
F. What goes around, comes around.
G. Every dark cloud has a silver lining.
H. A bird in the hand is worth two in the bush.

For each of the matched German-U.S. proverbs, list the common cultural value or values being stressed.

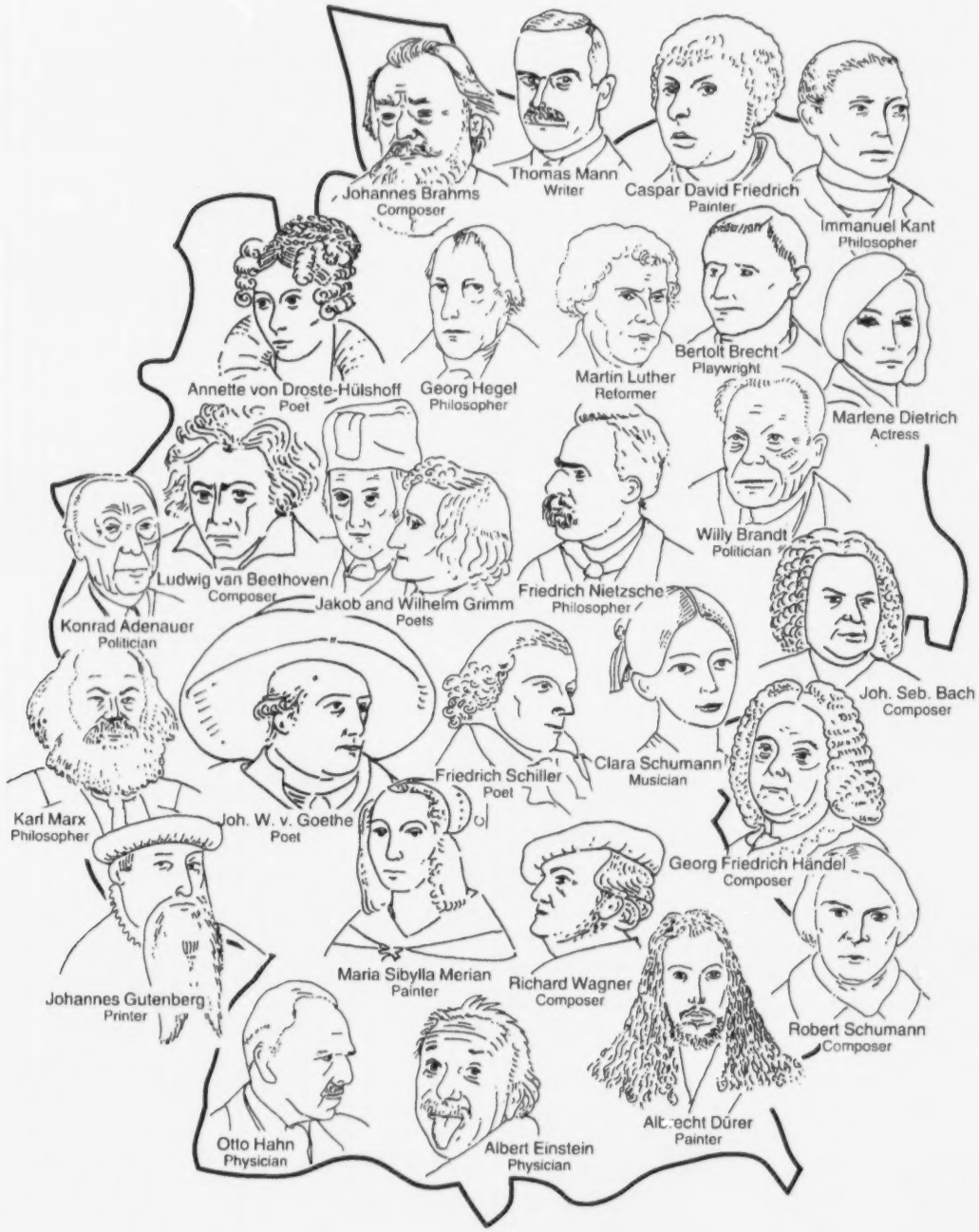
1. self-control, orderly behavior is cherished
2. misfortune and bad news are shared faster than good news
3. do unto others as you would have them do unto you
4. escaping one bad situation may only lead to a worse one
5. people exaggerate difficulties out of proportion to their real harm
6. sometimes sacrifices must be made to a greater good
7. settling for less is sometimes preferable to the risk of losing all
8. traumatic events often have happy endings

In addition to proverbs, what other methods are used to teach the values of a culture?

L1

Activity 1

Great People of German Culture



BEST COPY AVAILABLE

The Land of Poets and Thinkers

Use the information in Handout 1.3 to create a list of great German writers, artists, composers, and other famous people. Identify their major contributions. In the second column, generate a list of U.S. "poets and thinkers" and their contributions.

	Germany	**United States**
Writers (Poets, Playwrights, Novelists, Philosophers)		
Artists		
Musicians/ Composers		
Others		

L2

Lesson 2 Unifying Traits in Both the United States and the Federal Republic of Germany

Lesson Objectives

The student will be able to:

- analyze those factors which promote national unity in both the United States of America and the Federal Republic of Germany.
- describe major geographic, historic, political and recreational sites in both the United States and the Federal Republic of Germany.
- discuss cultural values of both nations based on national symbols, flags and anthems.

Materials and Resources

Activity 1 – Locating the German States

- Transparency 4 "The States of the Federal Republic of Germany"
- Teacher Resource 1.2 "Comparative Areas and Populations"

Activity 2 – Describing the German States

- Handout 2.1 "The Federal States"
- Transparency 4 "The States of the Federal Republic of Germany"
- Transparency 5 "The Federal States"
- Worksheet 2.1 "Researching a German State"

Activity 3 – Historic Sites in Germany

- Transparency 5 "The Federal States"

Activity 4 – Town Names in Germany

- Worksheet 2.2 "Town Names and German History"
- Transparency 4A "The Federal States: City Overlay"

Activity 5 – State Coats of Arms and Great Seals

- Transparency 6 "The Coats of Arms of the Federal States of Germany"
- Handout 2.2 "Great Seals of Selected States"
- Handout 2.3 "The Coats of Arms of the Federal States"

Activity 6 – National Symbols

- Handout 2.4 "National Flags"
- Handout 2.5 "National Seals"
- Handout 2.6 "National Anthems"
- Worksheet 2.3 "National Symbols"

L2

Background Information

On May 23, 1949, the states of Baden-Württemberg, Bavaria, Bremen, Hamburg, Hesse, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate, and Schleswig-Holstein (which had been occupied by the Western Allies during World War II) united to become the Federal Republic of Germany. To this union was added West Berlin, which was given a special status (it was not actually a part of the Federal Republic of Germany, but in practice was treated as if it were). The Saarland, which had been under French administration since 1945, joined after a plebescite on January 1, 1957.

Soon after the founding of the Federal Republic of Germany, on October 7, 1949, Soviet-occupied Germany became the German Democratic Republic (East Germany). The German Democratic Republic was also divided into states: Mecklenburg, Brandenburg, Saxony-Anhalt, Thuringia and Saxony. These states existed until 1952, when they were dissolved into smaller administrative districts.

The division of Germany into the Federal Republic of Germany and the German Democratic Republic lasted until October 3, 1990. On this day the German Democratic Republic ceased to exist as a separate country, having again been divided into the states of Brandenburg, Mecklenburg-Western Pomerania, Saxony-Anhalt, Saxony and Thuringia, which then joined the Federal Republic of Germany. After 40 years of being divided, Germany has again become a unified country, and the capital of the Federal Republic of Germany is officially Berlin.

The Federal Republic of Germany has a federal structure, meaning that each federal state and the three city-states (Bremen, Hamburg, Berlin) have a great deal of independence and individuality.
The Federal Republic of Germany has a land area of about 138,000 square miles and a population of 82.1 million people. In comparison to other countries of the world Germany is relatively small geographically and densely populated.

The size of the population differs among the different federal states. The population density in the city states of Berlin, Bremen and Hamburg is particularly high. The states which have many industrial areas also have very densely settled regions.

Activities

Activity 1 – Locating the German States

Place the map of Germany (Transparency 4) on the overhead. Have students identify the countries bordering Germany (there are nine). Then, have students identify the "Länder" (states) of the Federal Republic. Identify the capital city of each Land. Explain that Bremen, Hamburg and Berlin, by way of tradition, are not just cities but also federal states. Give students information on population density in the United States and in Europe using a familiar point of reference (e.g. your state). Teacher Resource 2.1 "Comparative Areas and Populations" provides information about each of the Länder compared to the total German nation, Europe and the United States.

Activity 2 – Describing the German States

Have students individually write a paragraph describing their state (e.g., relative location, physical characteristics, capital and major cities, economic base and major attractions). Place students into pairs and have them compare their own state descriptions with the various German Federal States depicted in Handout 2.1 "The Federal States" and Transparency 4, "The States of the Federal Republic of Germany" and Transparency 5, "The Federal

States." Ask each pair to select a German state which is most similar to their own state. Randomly call on several pairs of students to solicit their reasoning for selecting a particular German state. After each group has reported, the class should reach consensus about which German state is most like their own state.

As an enrichment activity, students may be encouraged to complete an in-depth research activity focusing on one of the German states. Place students in groups of four, ask each group to choose a different German state to research, and then provide each group with Worksheet 2.1 "Researching a German State" for their report which outlines elements of the project.

Activity 3 – Historic Sites in Germany

Ask the student pairs to identify the following places in Transparency 5, "The Federal States": Munich Olympic Stadium, fishing village in the Baltic, Cologne Cathedral, Rhine River castle and Black Forest. Have each group construct a map (or collage) that shows similar types of sites and attractions in the United States. For example, students could draw or paste a picture of a fishing village near the Outer Banks of North Carolina to match that found in the Baltic, or draw or paste a picture of the Redwood Forest to match the Black Forest region. They could also draw in at its appropriate location the Los Angeles Olympic Stadium to match that in Munich, or locate a picture of the National Cathedral in Washington, D.C. as a match for the Cologne Cathedral.

Activity 4 – Town Names in Germany

Distribute copies of Worksheet 2.2 "Town Names and German History." Using the overlay of Transparency 4A, ask students to complete the worksheet, finding examples of each type of city name identified in the worksheet.

Then, to discuss the relevance of this activity, place students in groups of four and hand out maps of your state. Ask each group to identify cities and towns in their own state which developed as a result of favorable geographic, cultural or political conditions.

Activity 5 – State Coats of Arms and Great Seals

Project Transparency 6 "The Coats of Arms of the Federal States of Germany," and distribute Handout 2.2 "Great Seals of Selected States." Ask students to describe the kind of elements found in these seals and what there is in common between German seals/symbols and U.S. seals/symbols.

Refer students to the information found in Handout 2.3 "The Coats of Arms of the Federal States." Discuss what such symbols attempt to say about the culture and values of a particular society. Explain to students that all states of the world have symbols which show the common bonds of the citizens of that state. These symbols are the flag, the coat of arms and the national anthem.

Activity 6 – National Symbols

Distribute Handout 2.4 "National Flags," Handout 2.5 "National Seals," Handout 2.6 "National Anthems" and Worksheet 2.3 "National Symbols." Have students examine the symbols on the handouts in order to complete the worksheet. Then, as a summary ask the class to discuss how the anthems, flags and national seals promote a national consciousness and unity.

The States of the Federal Republic of Germany

BEST COPY AVAILABLE

Comparative Areas and Populations

State	Capital	Area/sq. mi.	Population	Density/sq. mi.
Baden-Württemberg	Stuttgart	13,804	10.4 million	753
Bavaria	Munich	27,239	12.0 million	441
Berlin		344	3.4 million	9,884
Brandenburg	Potsdam	11,381	2.6 million	228
Bremen		156	0.7 million	4,487
Hamburg		292	1.7 million	5,822
Hesse	Wiesbaden	8,152	6.1 million	748
Mecklenburg-W. Pomerania	Schwerin	10,302	1.8 million	175
Lower Saxony	Hanover	18,384	7.8 million	424
North Rhine-Westphalia	Düsseldorf	13,158	17.9 million	1,360
Rhineland-Palatinate	Mainz	7,663	4.1 million	535
Saarland	Saarbrücken	992	1.1 million	1,109
Saxony	Dresden	7,109	4.5 million	633
Saxony-Anhalt	Magdeburg	7,894	2.7 million	342
Schleswig-Holstein	Kiel	6,089	2.8 million	460
Thuringia	Erfurt	5,871	2.5 million	426
Total		137,847	82.1 million	596
United States	Washington, D.C.	3,615,202	270.3 million	75
Europe		4,062,999	753.0 million	185
Germany	Berlin	137,842	82.1 million	596

BEST COPY AVAILABLE

The Federal States

If the federal states were people and were to introduce themselves with "postcards", they would only have room to give basic information. The following are "postcards" of the federal states of Germany.

1. Baden-Württemberg, the third largest state, lies in the southwest of the Federal Republic of Germany. It borders on France and Switzerland and is the location of the famous Black Forest. It also contains many industrial centers as well as expanses of agricultural land. In this state, the automobile was invented by Daimler and Benz. State capital: Stuttgart.

2. The state of Bavaria is the largest of all the federal states and is world famous for the Alps and their charming surroundings. When most foreigners think of Bavaria, they think of beer and the Octoberfest. State capital: Munich.

3. Berlin has often been in the news because of its formerly divided status and because of the events of the 9th and 10th of November, 1989 (the opening of the wall). United Berlin, in which almost 4 million people live, is Germany's capital. On June 29, 1991 the German Bundestag voted in favor of moving the seat of government and parliament from Bonn to Berlin. The economic and social problems which this city has due to its former situation (being divided and an "island" within the German Democratic Republic) will probably continue to have an impact on development and growth in the future.

4. Brandenburg was the heart of the former country of Prussia. King Friedrich II set up an architectural memorial to himself with his Castle Sanssouci ("without care" in French). Pine woods, lakes and heaths (or "moorlands") define the picture of this state, in which are also found textile factories and coal mines. State capital: Potsdam.

5. The state of Bremen is characterized by trade and shipping. This German port is the largest container transfer center in Europe. Bremen is also a center for high tech and enjoys a world-wide reputation for scientific institutions, for example the Wegener Institute for Marine and Polar Research.

6. The state of Hamburg is Germany's largest port and an important trade center. Hamburg enjoys a reputation not only as a center of finance, trade, and transportation, but also as a city of media (i.e., newspapers, T.V.) and culture.

7. The state of Hesse lies almost in the geographic center of Germany. Germany's first democratic constitution was drafted in St. Paul's Church in Frankfurt (am Main) by the National Assembly in 1848–49. The great international airport in Frankfurt has made Hesse a gateway for travelers from all over the world. The Federal Bank has its seat in Frankfurt. State capital: Wiesbaden.

8. Mecklenburg-Western Pomerania, in the northeast, is predominantly rural. On the coast, for example in Rostock, the main occupations are shipbuilding and fishing. The numerous beaches attract many tourists every year. State capital: Schwerin.

The Federal States

9. The second largest state of the Federal Republic of Germany is Lower Saxony. Hanover is famous as a market center. In addition to having densely populated industrial areas, Lower Saxony contains some of the most important farmland in Germany. State capital: Hanover.

10. North Rhine-Westphalia is the most heavily populated state with about 10 million inhabitants. It is also the most important economic power, although such centers as the Ruhr region, famous for its coal deposits and steel-working industry, are changing their economies. With the Cologne Cathedral North Rhine-Westphalia can boast of a structure that was – with many pauses – built over a period of 632 years! State capital: Düsseldorf.

11. Rhineland-Palatinate is a center of industry and trade, but in addition contains many charming agricultural regions and is famous for its vineyards. Cities like Mainz, Worms, Speyer and Trier witness to the more-than-2000-year-old cultural history of this region. State capital: Mainz.

12. The Saarland did not join the Federal Republic of Germany until January 1, 1957. Its geographical location makes it a crossroads for economic and cultural exchange with France and Luxembourg. State capital: Saarbrücken.

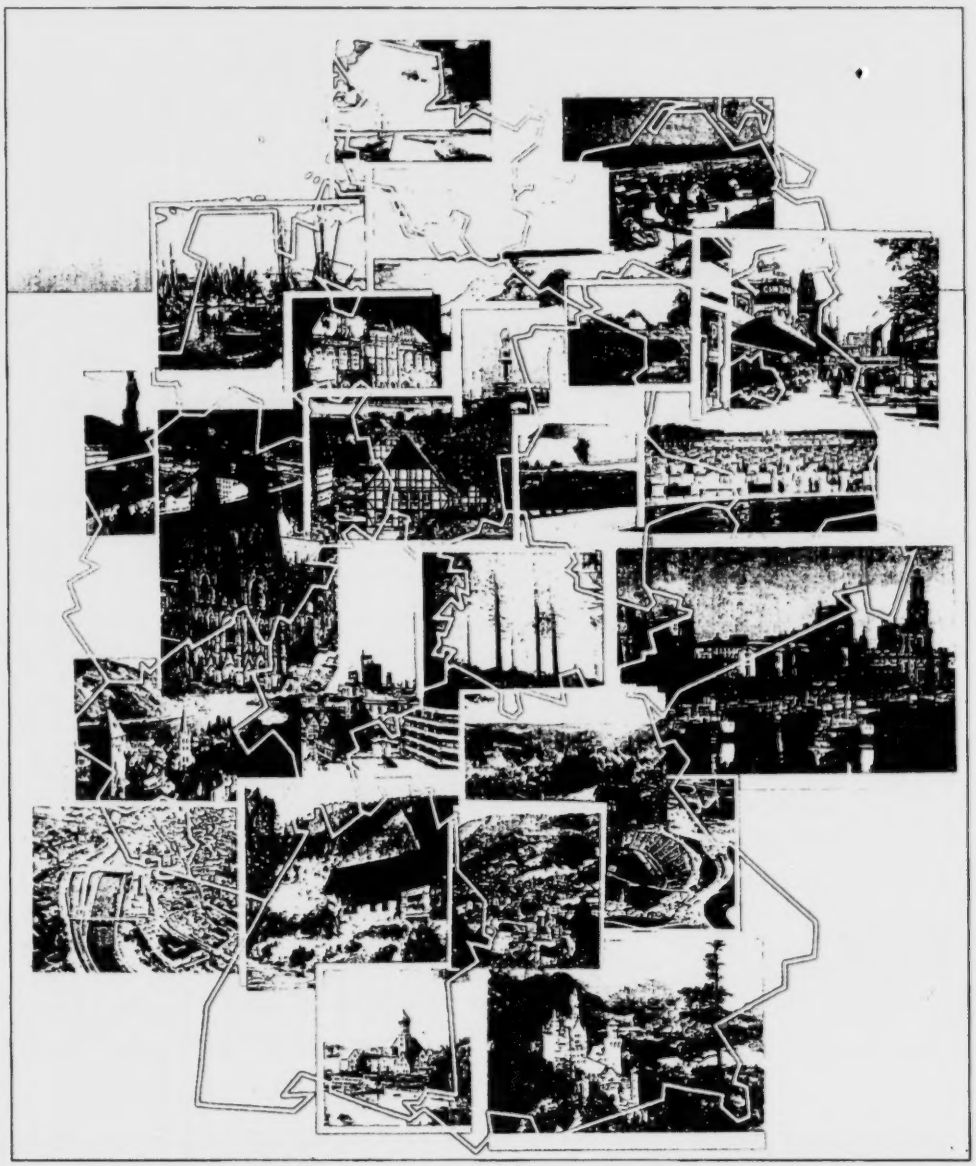
13. The state of Saxony, with almost 5 million people, is the most populous of the five new federal states. Saxony is a heavily industrialized state, in which coal mining is particularly important, but which faces many difficult environmental problems. Leipzig, the old market city, and Dresden, a city with many works of art, are considered the cradles of the democratic movement in the former German Democratic Republic. State capital: Dresden.

14. Saxony-Anhalt is the only one of the five new federal states that does not have a rather long history. It did not come into being until after the Second World War. It was the center of the chemical industry in the former German Democratic Republic and today has to struggle with many environmental problems, particularly in and around the cities of Halle, Merseburg, and Bitterfeld. But the Harz mountains as well as many farming areas show that Saxony-Anhalt is also a state with an attractive side. Martin Luther's reformation began in Wittenberg. State capital: Magdeburg.

15. Schleswig-Holstein is the connecting link between the European Union, Scandinavia, and the Baltic countries. It lies between the North Sea and the Baltic, was earlier a purely agricultural land, but now has some noteworthy light industry, and above all is developed for tourism. The most heavily traveled waterway in the world, the North Sea-Baltic Sea Canal, is here. State capital: Kiel.

16. Thuringia is now called the "Green Heart of Germany". The city of Weimar is of great historic and cultural value, the "Home of German Classicism." Goethe and Schiller lived here and the National Assembly of the Weimar Republic met here in 1919. Martin Luther translated the Bible into German on the Wartburg near Eisenach in 1521. State capital: Erfurt.

The Federal States



Researching a German State

Name of State: _____

Group Members: _____

_____

_____

_____

_____

_____

As a part of your study of Germany, you and three other students will have the opportunity to learn more about one of the sixteen states of the Federal Republic of Germany.

To collect additional information about the state you have selected, write letters to the following organizations:

German Information Center
German House
871 United Nations Plaza
New York, NY 10017

German National Tourist Office
122 East 42nd St., 52nd floor
New York, NY 10168
Tel. : (212) 661-7200
Fax: (212) 661-7174

You should organize your research in order to present an oral report to the class with visuals. The report should examine the impact of geography (landforms, climate, rivers, natural resources) on urbanization, population density and industrial/agricultural development. The group should create a poster-sized map of the state showing the interrelationship between people and their environment.

Town Names and German History

A map of Germany is a picture book of history if you can "read" it. Town names, for example, can provide a great deal of insight into the historical and cultural background of the region.

Many town names in Southern Germany end in "-heim". Historians consider this to be proof of founding by Frankish settlers.

The ending syllable "-furt" means that the town originated at a spot on a river shallow enough to be crossed on foot.

If a German town name ends or begins with "-reuth", "-reut", "-reute", "-rode", "-rod" or "rath", it originated in a wooded area that had to be cleared of trees and stumps before houses could be built.

In southern and western Germany, many towns were established by the Romans in the first centuries A.D. All names ending in "-weiler", "-weier", "-wihl", or "-weil" developed from the Latin word "villa", just as "-kastel" goes back to the Latin "castellum" (castle).

If a name ends with "-burg" this shows that the town grew up near or around a Burg or castle. Towns that grew up around an abbey or convent usually include the word "Münster", "Kloster" or "Mönch" in their names. A name containing "-zell" locates what was once the home of a hermit.

Town names ending with "-ingen" are usually found in the region of Swabia while those ending with "-ing" are almost always located in Bavaria.

If the name of the town contains a "bad" or "baden", it is the location of a mineral water spring that attracted early settlers and travelers seeking the supposed curative powers provided by drinking or bathing with this "special" water. These areas are still popular vacation spots for many Germans who frequent the spas.

Category	Name of City	State	Background
Frankish settlements			
Settlements near a shallow river			
Settlements near a wooded area			
Roman settlements			
Settlements near castles			
Settlements in Bavaria			
Settlement near mineral springs			

The Federal States: City Overlay

The Coats of Arms of the Federal States of Germany

BEST COPY AVAILABLE

Great Seals of Selected States

Great Seals of Selected States Page 2

Activity 1

Great Seals of Selected States

BEST COPY AVAILABLE

The Coats of Arms of the Federal States

At first glance the coat of arms of the Federal Republic of Germany and the coats of arms of the federal states all look very different from each other. On closer inspection, however, one can see that various motifs occur quite frequently. Several of these motifs are to be found in the coats of arms of other countries as well.

Animals often occur as symbols, standing for strength, power, or perseverance.

The Lion
The lion is a heraldic animal that occurs in the coats of arms of the states of Baden-Württemberg, Bavaria, Hesse, Rhineland-Palatinate, Saarland, Schleswig-Holstein, and Thuringia.

The Eagle
The eagle decorates the coat of arms of the Federal Republic of Germany. The state of Brandenburg bears the eagle on its coat of arms as well.

The Horse
Lower Saxony and North Rhine-Westphalia have incorporated the horse in their coats of arms.

The Bear
This animal is found only in the coat of arms of Berlin.

The Bull
The bull is the animal found in the coat of arms of Mecklenburg-Western Pomerania.

But other symbols are used in these coats of arms:

Diamond-Shaped Pattern
The Bavarian coat of arms bears a blue and white diamond-shaped pattern.

The Key
The coat of arms of Bremen has a silver key.

The City Gate
The coat of arms of Hamburg shows a gate which allows entry to three buildings. A cross on one building shows that it is a church.

The River
In the coat of arms of North Rhine-Westphalia a river indicates the Rhine, which flows through the state.

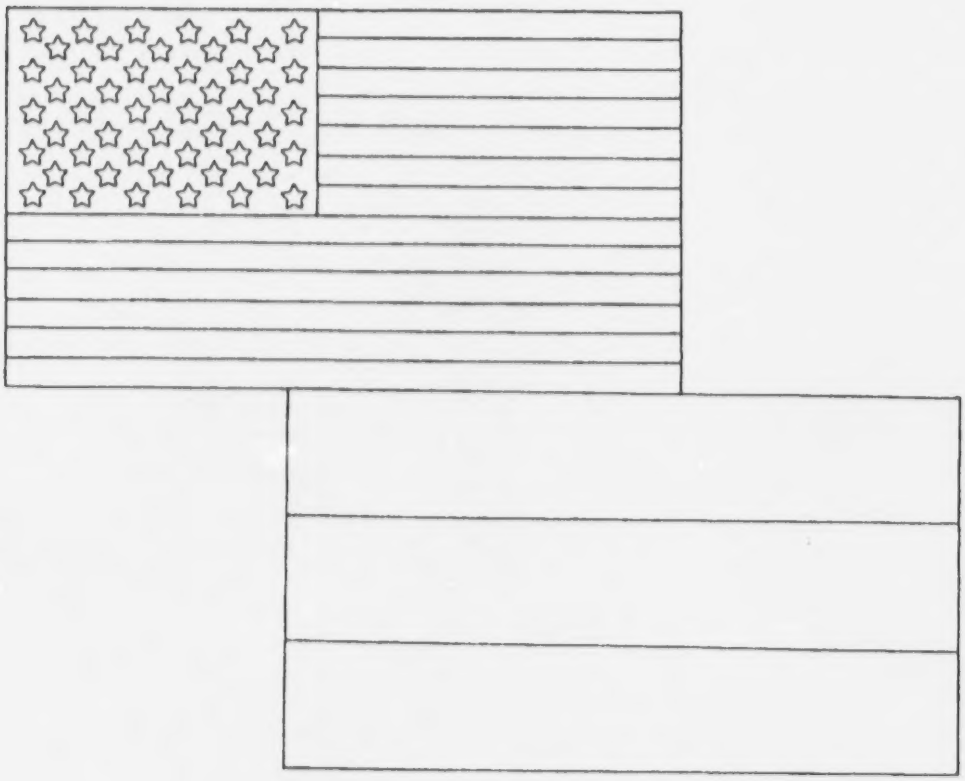
The Cross
A cross is to be found in the coats of arms of Rhineland-Palatinate and the Saarland.

The Wheel
The wheel decorates the coat of arms of Rhineland-Palatinate.

The Spike Crown *("spiked" like an ear of wheat)*
It is contained in the coat of arms of Saxony-Anhalt and indicates the agricultural nature of the region.

In addition stripes, stars, crowns, scepters, swords, rosettes, and hammers are used.

National Flags



National Seals

National Anthems

The Star-Spangled Banner

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming;
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched, were so gallantly streaming;
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Oh, thus be it ever when freemen shall stand
Between their loved homes and the war's desolation.
Blest with vict'ry and Peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a Nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust";
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Lied der Deutschen

Unity, justice and freedom for the German fatherland!
Fraternally, with heart and hand, let us all strive for this!
Unity, justice and freedom are the pledges of happiness.
In their radiance flourish, German fatherland!

National Symbols

		Flag	Anthem	Seal/Arms
Federal Republic of Germany	Description			
	Symbolism			
United States of America	Description			
	Symbolism			

Topics for discussion:

1. Compare the stories of Betsy Ross and the German Students' Association in relation to the development of the flag.
2. The text of the German national anthem refers to the "German Fatherland" and the U.S. national anthem refers to "the land of the free and the home of the brave". How do each of these phrases promote national unity?
3. Compare the eagles in the two national seals. In what ways are they similar? Different?

L3

Lesson 3 German Government System

Lesson Objectives

The student will be able to:

- analyze and compare major ideas in both the Constitution of the United States and the Basic Law of the Federal Republic of Germany.
- explain how the parliamentary system in Germany operates to form a government.
- discuss similarities and differences between the German and American federal systems.

Materials and Resources

Activity 1 – The Basic Law – Preamble

- Handout 3.1 "Preambles"
- Worksheet 3.1 "Comparing Preambles"

Activity 2 – Principles of German Federal Government

- Transparency 7 "Four Principles of the Basic Law"
- Worksheet 3.2 "Four Principles of the Basic Law"
- Teacher Resource 3.1 "Excerpts from the Basic Law"

Activity 3 – Structure and Organization of National Government

- Handout 3.2 "Structure of Government in the Federal Republic of Germany"
- Worksheet 3.3 "Organizational Chart Analysis"
- Transparency 8A "Goverment Organization in the Federal Republic of Germany"
- Transparency 8B and 8C "The Bundesrat"

Activity 4 – State Government Elections

- Handout 3.3 "Elections for the State Legislature"
- Transparency 9 "Elections for State Legislatures"

Activity 5 – Structure and Organization of State Governments

- Transparency 10 "The Structure of State Governments"
- Teacher Resource 3.2 "The Structure of State Governments"

L3

Activities

Activity 1 – The Basic Law – Preamble

Begin the lesson by explaining the purpose of a constitution to students. Most countries have a constitution in which the basic rules for citizens living together are written down. The Federal Republic of Germany has had no constitution since 1949, but rather a "Basic Law." The choice of the term "Basic Law" instead of "constitution" was intended in 1949 to make clear that the "Basic Law" was valid for the Federal Republic of Germany and that a constitution for a reunified Germany would have to be worked out in the future.

The "Basic Law" was not ratified by a vote of the people, but rather by a vote of representatives of the federal states that existed in 1949. It took effect on May 23, 1949. Since October 3, 1990 this Basic Law has also been valid for the five new federal states and eastern Berlin. Germany is a republic with a federal structure in which the federal states share power and responsibilities with the central government. The relationship between the federal government and the state government is spelled out in the Basic Law.

Both the "Basic Law" of Germany and the U.S. Constitution have preambles which set down basic purposes of government. Have students in groups of three read the preambles of the two countries in Handout 3.1 "Preambles" and then answer the four questions about both countries in the data retrieval chart in Worksheet 3.1 "Comparing Preambles." Each group should be given just one worksheet, and remind them that they must all agree with the answers before writing them down. Call on individuals randomly to explain their group's answers. Then, conclude the activity by having the whole class discuss the last question about the common characteristics of democratic governments.

Activity 2 – Principles of German Federal Government

One of the first requirements in establishing a new government in the Federal Republic of Germany following the Nazi dictatorship (1933–1945) was to rebuild a society in which the power of the state would be limited and the rights of the individual citizen guaranteed. The fundamental principles which determined the basis for government in the Federal Republic of Germany are "democracy," "rule by law," "social welfarism" and "federalism."

Place students into groups of four and put Transparency 7 "Four Principles of the Basic Law" on the overhead projector. This transparency defines each of the four fundamental principles. Assign one student in each group a different principle to learn and teach to the other group members. To check for understanding, randomly call on different students to summarize each principle and give an example from United States government. Then, hand out one copy of Worksheet 3.2 "Four Principles of the Basic Law" to each group and assign each group member a role that will insure task completion and group cooperation (e.g., recorder, checker, staff sergeant, summarizer or encourager). Stress to the class that an important part of the activity is for each student to be able to explain the reasoning for matching a particular principle with an excerpt from the Basic Law.

Teacher Resource 3.1 "Excerpts from the Basic Law" provides more information about the Basic Law. The class may want to request a complete copy of the Basic Law from the German Information Center as a reference guide.

Activity 3 – Structure and Organization of National Government

A few days before beginning this activity ask students to clip articles from the newspaper dealing with activities of the U.S. president. On the day of the activity, pair up students and distribute one copy of Handout 3.2 "Structure of Government in the Federal Republic of Germany" and one copy of Worksheet 3.3 "Organizational Chart Analysis" to each group. Display Transparency 8A while students complete the worksheet. Transparencies 8B and 8C further explain the process of forming the "Bundesrat".

Activity 4 – State Government Elections

In preparation for conducting a student simulation of the formation of state government in Germany, the teacher should review Handout 3.3 "Elections for the State Legislature" and Transparency 9 which identifies the major political parties and explains their general views. Begin the

BEST COPY AVAILABLE

simulation activity by organizing the classroom to facilitate students' working in groups to negotiate on issues. Describe the scenario of a recent state election in Rhineland-Palatinate (September 1998) with the following results:

Party	Votes	Percentage	Seats Won
SPD	20,181,269	40.9	298
CDU	14,004,908	28.4	198
CSU	3,324,480	6.7	47
Alliance 90/ The Greens	3,301,624	6.7	47
F.D.P.	3,080,955	6.2	43
PDS	2,515,454	5.1	36

Explain to students that since no single party received a majority of the votes or seats in the election, two or more of the parties must form a coalition to obtain the necessary majority of votes to govern.

Assign a corresponding ratio of students to play the roles of party members, making sure that they can explain the political goals/ideas of their party. Distribute Handout 3.3 "Elections for the State Legislature" to provide students with background information about the various parties. The objective is for one of the two major parties (SPD and CDU) to organize a government by forming an alliance with one or more of the minor parties (F.D.P., Alliance 90/The Greens, or the PDS).

Some of the issues to be discussed and/or negotiated are the costs of rebuilding the eastern part of Germany and how to finance them. After a coalition is formed, discuss with the class how this parliamentary style government compares with the two-party government in the United States. What are the strengths and weaknesses of each?

Activity 5 – Structure and Organization of State Governments

Explain the organization of state governments in Germany to students using Transparency 10 and Teacher Resource 3.2. Ask students to contact the Secretary of State to obtain an organizational chart of their own state's government. Then, have students compare each of the following in terms of powers, selection and organization:

United States	Germany
governor	prime minister
constitutional officers	ministers
county	kreise

Based on the information available, ask students to discuss which state organization is more responsive to individual constituent needs.

BEST COPY AVAILABLE

Preambles

Federal Republic of Germany

As amended and updated through November 1994

Conscious of their responsibility before God and humankind,

Animated by the resolve to serve world peace as an equal part of a united Europe,

The German people have adopted, by virtue of their constituent power, this Basic Law.

The Germans in the Länder of Baden-Württemberg, Bavaria, Berlin, Brandenburg, Bremen, Hamburg, Hesse, Lower Saxony, Mecklenburg-Western Pomerania, North-Rhine/Westphalia, Rhineland-Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein and Thuringia have achieved the unity and freedom of Germany in free self-determination. This Basic Law is thus valid for the whole German nation.

The United States of America

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Comparing Preambles

What is stated about:	Federal Republic of Germany	United States of America
Purposes or objective of government		
Role of the people		
Source of power to create government		
Role of individual states in the federal union		

For discussion:
What are some common characteristics of democratic governments?

BEST COPY AVAILABLE

Four Principles of the Basic Law

The four fundamental principles which determined the basis for government in the Federal Republic of Germany were:

Democracy – all authority emanates from the people

Rule by law – actions of the state are subject to law and justice

Social welfarism – the state is obligated to protect and support socially weak citizens and to strive for social justice and human dignity

Federalism – the government's power and sovereignity are shared between a central government and regional (state) governments

Four Principles of the Basic Law

A. Democracy
B. Rule by law
C. Social welfarism
D. Federalism

Match the following excerpts of the German "Basic Law" with one of the above principles. Write the letter or letters of the matching principle(s) next to the quotation. Each principle may be used more than once.

__ 1. "The political parties shall participate in forming the political will of the people." (Art. 21, Section 1)

__ 2. "All state authority emanates from the people." (Art. 20, Section 2)

__ 3. "The Länder must conform to the principles of republican, democratic, and social government based on the rule of law ... (Art. 28, Section 1)

__ 4. "Federal law shall override land law." (Art. 31)

__ 5. "... the executive and the judiciary shall be bound by law and justice." (Art. 20, Section 3)

__ 6. "Every mother shall be entitled to the protection and care of the community." (Art. 6, Section 4)

__ 7. "The Länder shall participate through the Bundesrat in the legislation and administration of the federation." (Art. 50)

__ 8. "The deputies to the German Bundestag shall be elected in general, direct, free, equal and secret election." (Art. 38, Section 1)

Four Principles of the Basic Law

Key

A. Democracy
B. Rule by law
C. Social welfarism
D. Federalism

Match the following excerpts of the German "Basic Law" with one of the above principles. Write the letter or letters of the matching principle(s) next to the quotation. Each principle may be used more than once.

A 1. "The political parties shall participate in forming the political will of the people." (Art. 21, Section 1)

A 2. "All state authority emanates from the people." (Art. 20, Section 2)

D,B 3. "The Länder must conform to the principles of republican, democratic, and social government based on the rule of law ..." (Art. 28, Section 1)

D 4. "Federal law shall override land law." (Art. 31)

B 5. "... the executive and the judiciary shall be bound by law and justice." (Art. 20, Section 3)

C 6. "Every mother shall be entitled to the protection and care of the community." (Art. 6, Section 4)

D 7. "The Länder shall participate through the Bundesrat in the legislation and administration of the federation." (Art 50)

A 8. "The deputies to the German Bundestag shall be elected in general, direct, free, equal and secret election." (Art. 38, Section 1)

Excerpts from the Basic Law

Article 20 (Basic principles of the Constitution – Right to resist)

(1) The Federal Republic of Germany is a democratic and social federal state.

(2) All state authority emanates from the people. It shall be exercised by the people by means of elections and voting and by specific legislative, executive, and judicial organs.

(3) Legislation shall be subject to the constitutional order; the executive and the judiciary shall be bound by law and justice

(4) All Germans shall have the right to resist any person or persons seeking to abolish that constitutional order, should no other remedy be possible.

Article 21 (Political parties)

(1) The political parties shall participate in the forming of the political will of the people. They may be freely established. Their internal organization must conform to democratic principles. They must publicly account for the sources of their funds.

(2) Parties which, by reason of their aims or the behaviour of their adherents, seek to impair or abolish the free democratic basic order or to endanger the existence of the Federal Republic of Germany, shall be unconstitutional. The Federal Constitutional Court shall decide on the question of unconstitutionality.

(3) Details shall be regulated by federal laws.

Article 26 (Ban on war of aggression)

(1) Acts tending to and undertaken with the intent to disturb the peaceful relations between nations, especially to prepare for aggressive war, shall be unconstitutional. They shall be made a punishable offense.

(2) Weapons designed for warfare may not be manufactured, transported or marketed except with the permission of the Federal Government. Details shall be regulated by a federal law.

Article 28 (Federal guarantee of Länder constitutions)

(1) The constitutional order in the Länder must conform to the principles of republican, democratic and social government based on the rule of law, within the meaning of this Basic Law. In each of the Länder, counties (Kreise), and communities (Gemeinden), the people must be represented by a body chosen in general, direct, free, equal, and secret elections. In the communities the assembly of the community may take the place of an elected body.

(2) The communities must be guaranteed the right to regulate on their own responsibility all the affairs of the local community within the limits set by law. The associations of communities (Gemeindeverbände) shall also have the right of self-government in accordance with the law and within the limits of the functions assigned to them by law.

(3) The Federation shall ensure that the constitutional order of the Länder conforms to the basic rights and to the provisions of paragraphs (1) and (2) of this Article.

Excerpts from the Basic Law

Article 31 (Priority of federal law)

Federal law shall override Land law.

Article 33 (All Germans have equal political status)

(1) Every German shall have in every Land the same civil (staatsbürgerlich) rights and duties.

(2) Every German shall be equally eligible for any public office according to his aptitude, qualifications, and professional achievements.

(3) Enjoyment of civil and political rights, eligibility for public office, and rights acquired in the public service shall be independent of religious denomination. No one may suffer any disadvantage by reason of his adherence or nonadherence to a denomination or ideology.

Article 38 (Elections)

(1) The deputies to the German Bundestag shall be elected in general, direct, free, equal, and secret elections. They shall be representatives of the whole people, not bound by orders and instructions, and shall be subject only to their conscience.

(2) Anyone who has attained the age of eighteen years shall be entitled to vote; anyone who has attained full legal age shall be eligible for election.

(3) Details shall be regulated by a federal law.

Article 50 (Function)

The Länder shall participate through the Bundesrat in the legislation and administration of the federation.

Article 51 (Composition)

(1) The Bundesrat shall consist of members of the Land governments which appoint and recall them. Other members of such governments may act as substitutes.

(2) Each Land shall have at least three votes; Länder with more than two million inhabitants shall have four, Länder with more than six million inhabitants five votes.

(3) Each Land may delegate as many members as it has votes. The votes of each Land may be cast only as a block vote and only by members present or their substitutes.

Article 146 (Duration of validity of the Basic Law)

This Basic Law shall cease to be in force on the day on which a constitution adopted by a free decision of the German people comes into force.

Structure of Government in the Federal Republic of Germany

According to The Basic Law, the Federal Republic of Germany is a "democratic and social federal state." The governmental system is a parliamentary democracy in which all power emanates from the people and where the powers of administration, legislature, and judiciary are mutually checked and balanced.

Executive Power

The Chief Executive in the German Federal Government is the Federal Chancellor (Bundeskanzler). The Federal President (Bundespräsident) is the head of state. Neither of the two positions is comparable to that of the U.S. President. If one takes the British system as an example, the Bundespräsident's position can roughly be compared to that of the Queen, the Federal Chancellor's to that of the Prime Minister.

The Federal Chancellor leads the federal government (Bundesregierung). He chooses the Federal Ministers (Bundesminister) and sets the guidelines of government policy. The Federal Ministers direct their departments within these guidelines, independently and under their own responsibility. The Federal Chancellor is responsible to the Bundestag (House of Representatives).

The Federal Chancellor is elected by the Bundestag, upon nomination by the President. The Federal President will nominate only a candidate who has prospects of being elected.

The tasks of the Federal President are mainly of a ceremonial nature. He can advise, warn and encourage, but his powers are merely titular ones.

The Federal President is elected by the Federal Assembly (Bundesversammlung), a constitutional body which convenes only for this purpose. It consists of the Bundestag deputies and an equal number of members elected by the assemblies of the Länder. The Federal President's term of office is five years. He can be reelected once.

Legislative Power

The Bundestag is the German "House of Representatives." Its main task and rights are:

1. legislation
2. the election of the Federal Chancellor
3. the control of the government

The Bundestag is elected for four years in general, direct, free, equal and secret elections by a system of "personalized proportional representation." This election system is a combination of majority rule and proportional representation of all parties gaining more than 5% of the total vote or three constituencies.

The Bundesrat (Federal Council) is a kind of Second House of the German parliamentary system. It plays a part in passing the Federal laws, and can even completely block all laws that affect the states' authority of administration or revenue or which are exceptionally important, such as changes in the constitution.

This is important because the 69 members of the Bundesrat are delegated by the governments of the 16 federal states (Länder) and represent their state governments' political stand. Each Land has at least three votes in the Bundesrat. A Land's votes can be cast only as a block.

Every state sends at least 3 representatives to the council. Because of the reunification agreement with the former DDR in 1990, the following rules are now in effect: Each state is represented by at least 3 representatives. States with more than 2 million inhabitants get 4 representatives. States with more than 6 million: 5 representatives, states with more than 7 million: 6 representatives. At this time, the states send the following number of representatives:

BEST COPY AVAILABLE

Structure of Government in the Federal Republic of Germany

Baden-Württemberg	6
Bavaria	6
Berlin	4
Brandenburg	4
Bremen	3
Hamburg	3
Hesse	5
Lower Saxony	6
Mecklenburg-W. Pomerania	3
North Rhine-Westphalia	6
Rhineland-Palatinate	4
Saarland	3
Saxony	4
Saxony-Anhalt	4
Schleswig-Holstein	4
Thuringia	4
Total	69

Baden-Württemberg, for example, sends 6 representatives to the council: in a vote all 6 must vote the same way. It is therefore not possible that 3 representatives vote for a law and three vote against it. This is true even for states in which a coalition of more than one political party is in power.

Judicial Power

The highest judicial body in the Federal Republic of Germany is the Federal Constitution Court (Bundesverfassungsgericht). It is the guardian of the Basic Law. It interprets the provisions of the Basic Law and decides whether laws are constitutional. Citizens can demand an examination of their cases before this court if they believe their constitutional rights have been encroached upon by the government or any other public authority.

The Federal Constitution Court consists of two senates, each with eight judges. The Bundestag and the Bundesrat elect half each. The term of office is twelve years. Re-election is not possible.

Organizational Chart Analysis

1. Based on information in Handout 3.2 "Structure of Government" and Transparency 7, which House seems to have more power in the german national government, the Bundesrat or Bundestag? Explain your answer.

2. On which House do the people have the most direct influence?

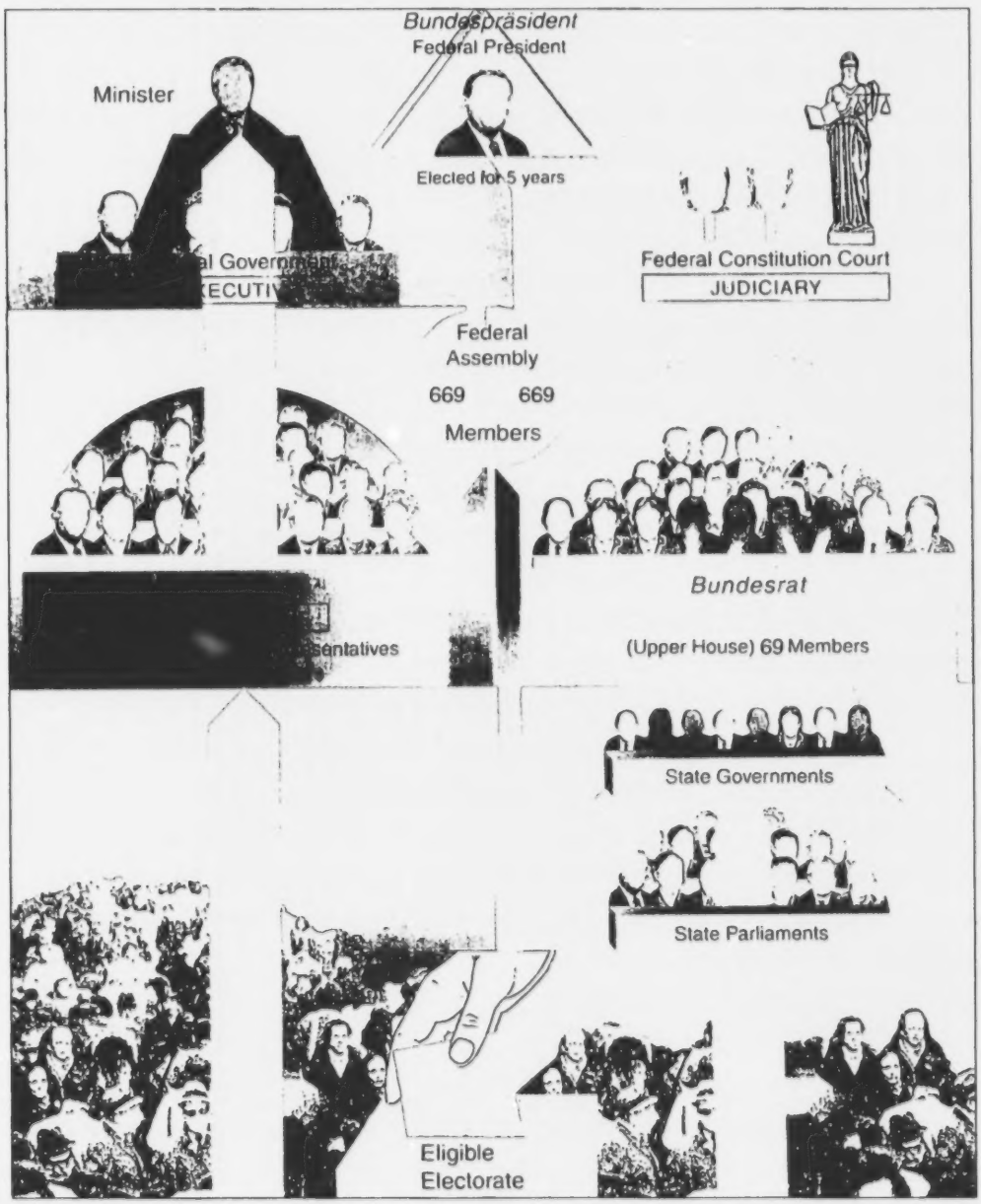
3. Which of the two Houses protects the rights of the individual states?

4. Complete the chart below regarding judicial systems and then answer the following question: Which court is most influenced by politics and changing political ideas?

5. Collect recent newspaper clippings of the President of the United States. Classify the activity of the President described in each article as being more like that performed by the German Chancellor or Federal President. Why might such powers be divided in Germany?

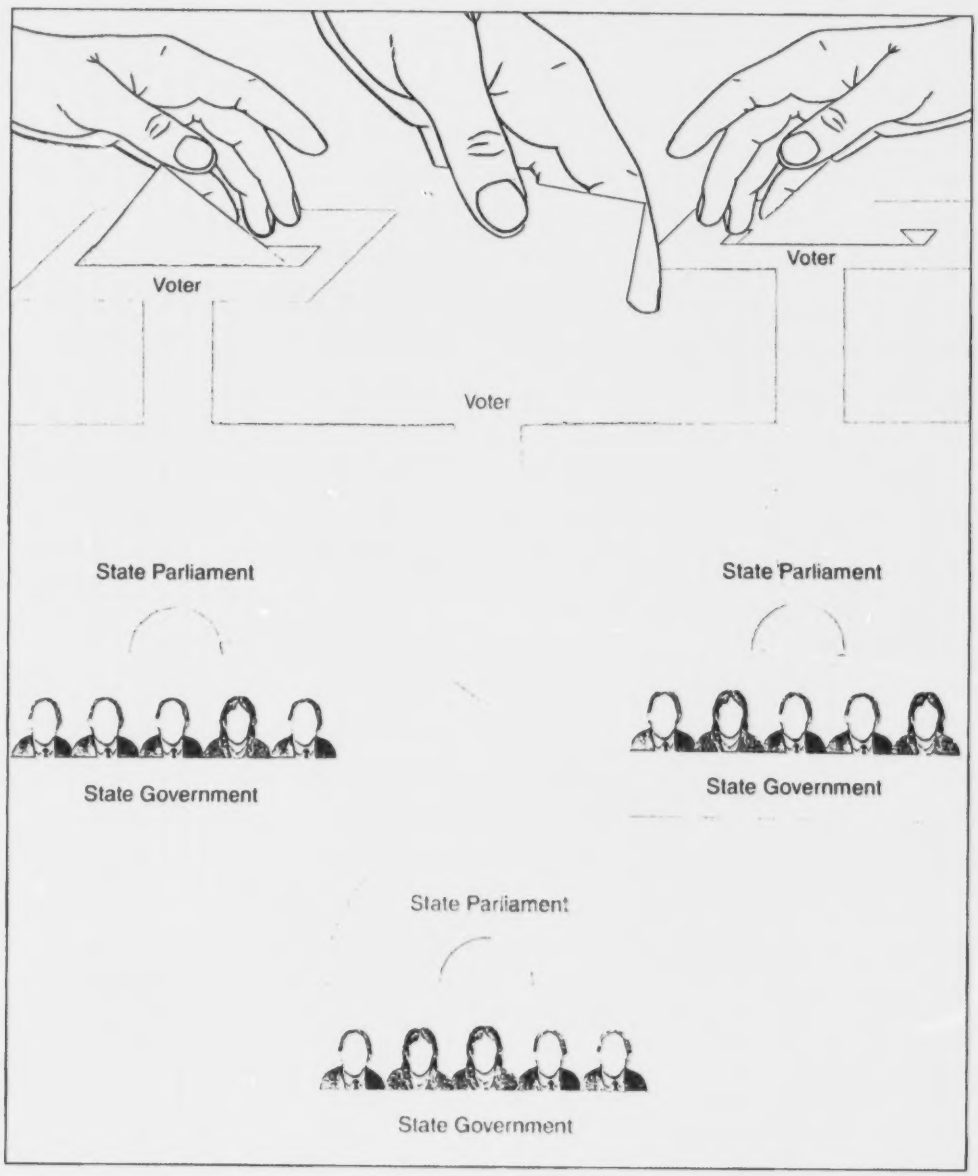
	FRG	**USA**
Number of Justices		
Term of Office		
Method of Selection		

Government Organization in the Federal Republic of Germany



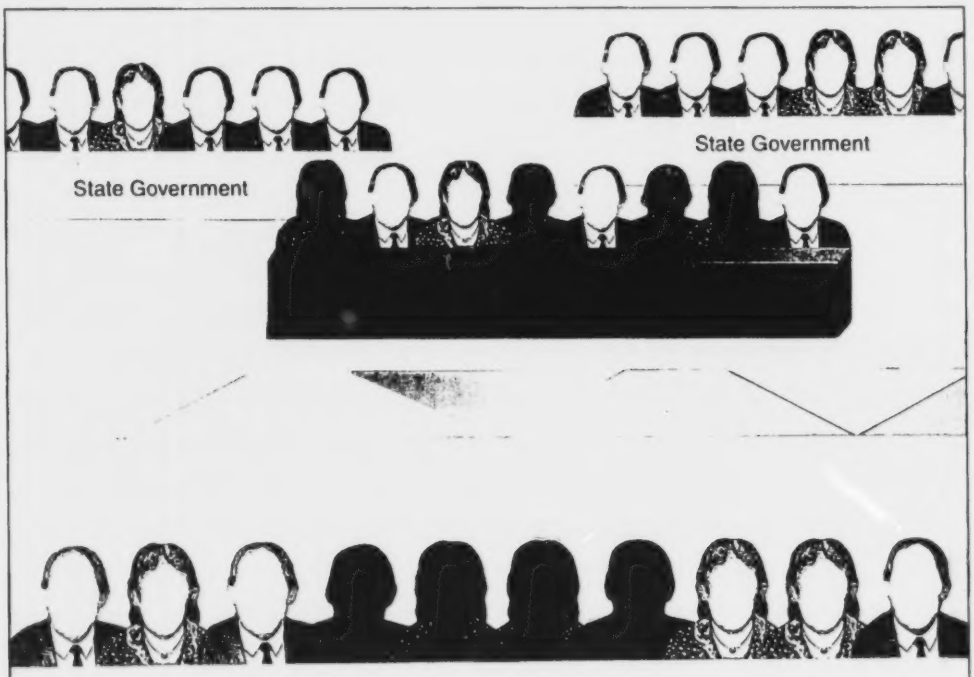
BEST COPY AVAILABLE

The Bundesrat



BEST COPY AVAILABLE

The Bundesrat



Bundesrat (Upper House)

Land	Votes = Representatives
Baden-Württemberg	6
Bavaria	6
Berlin	4
Brandenburg	4
Bremen	3
Hamburg	3
Hesse	5
Lower Saxony	6
Mecklenburg-Western Pomerania	3
North Rhine-Westphalia	6
Rhineland-Palatinate	4
Saarland	3
Saxony	4
Saxony-Anhalt	4
Schleswig-Holstein	4
Thuringia	4
	69

BEST COPY AVAILABLE

Elections for the State Legislature

In all federal states a new legislature is elected every 4 or 5 years. The exact number of years is determined by the constitutions of the individual states. Like all other elections these state elections are free, secret, equal, and direct. All German citizens may participate who are of majority age (18). All citizens may be elected who have German citizenship and who are at least 18 years old.

There are several larger political parties that appear regularly on the ballot in both state and federal elections, as well as more and more smaller parties or organizations of voters that apply for seats in state legislatures.

Here's how the votes are cast in a state election. In the voting locations individual voters may cast two votes. With one vote they choose a candidate from their voting district, the voting district seat. With the other vote the citizens choose a representative for an at-large seat. On each half of the ballot (one list for district and one list for at-large representatives) only one nominee may be marked. If more than one nominee is marked, or if there are additional marks made on the ballot, it is invalid.

The number of votes a party receives determines how many seats it holds in a state legislature. The party with the most seats forms the state government. In most states it is necessary for the parties to form coalitions, which form a common state government.

Voters who cannot be present in their polling places on election day (because they are traveling or are sick) may vote with an absentee ballot through the mail.

Some of the most influential parties are:

Social Democratic Party of Germany (SPD)

This is a social reformist party. It supports a social market economy based on private ownership, with controls on economic power. It calls for equal labor representation on corporate boards and a reform of the social and educational system in favour of the population with a lower income. It supports a strong European Union, a maintenance of the Atlantic alliance, and good relations with Eastern Europe.

Christian Democratic Union (CDU)

This party advocates the individual's responsibility for itself and within the society, private ownership combining free competition with social responsibility of the enterprises within the model of a social market economy and expanding European Union, a strong Atlantic alliance, and peaceful relations with the reforming states in Eastern Europe.

Alliance 90/The Greens (Bündnis 90/Die Grünen)

This party was formed when Bündnis 90, an eastern German grassroots movement, merged with The Greens, a western German party. The Greens evolved from citizens' initiatives and the environmental movement; they formally established themselves as a party in 1980. This party stands for social justice, peace and disarmament, human rights, equal rights for men and women, protection of minorities and environmental issues.

Free Democratic Party (FDP)

This party advocates a maximum of individual's liberty from state influence, economic freedom, and a cultural and educational policy free from church influence. In foreign policy the party strives for a strong western alliance, European integration, and peaceful relations towards Eastern Europe.

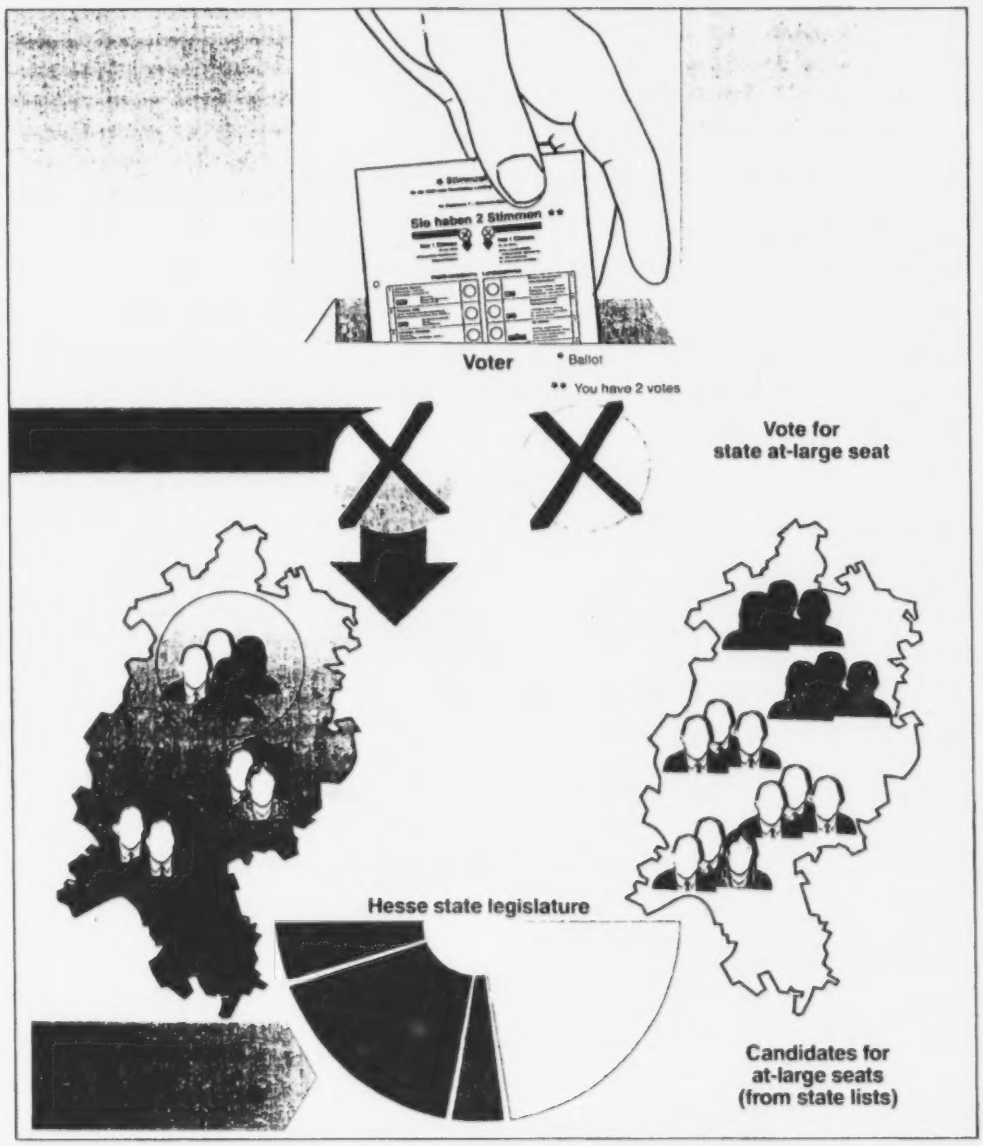
Christian Social Union (CSU)

This party is confined to Bavaria, where the CDU does not present itself for election, but is also strongly involved in policy making at the national level. The orientation is similar to the CDU's but slightly more conservative. In the Federal Parliament it forms a commom fraction with the CDU.

PDS

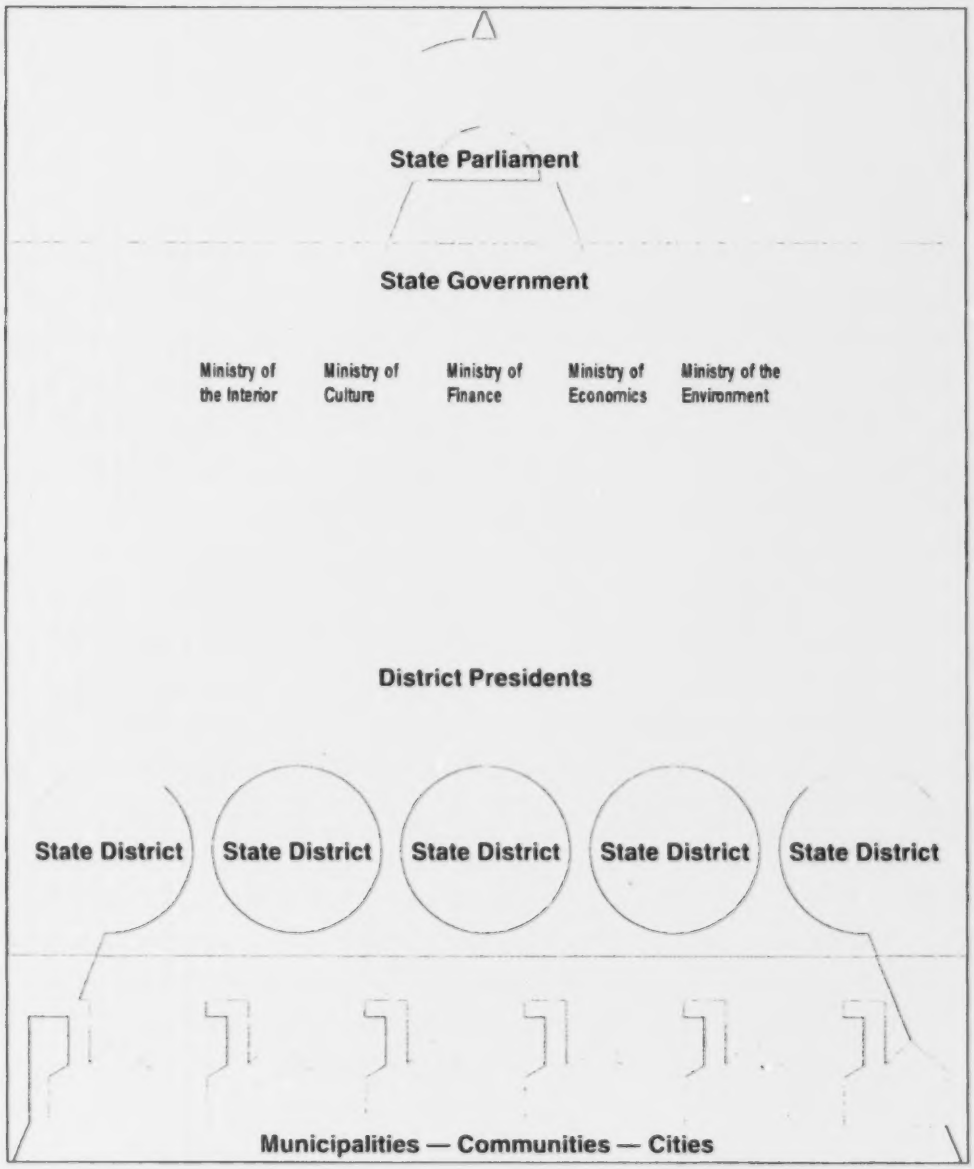
This party is the successor of East Germany's Party of Socialist Unity.

Elections for State Legislatures



BEST COPY AVAILABLE

The Structure of State Governments



BEST COPY AVAILABLE

The Structure of State Governments

Each German state has a parliament: the Landtag. In the city-states (Berlin, Bremen, Hamburg) the parliament is called the Council of Citizens (Bürgerschaft). The operations of these representative bodies are based on the Basic Law of the FRG or on the constitution of the individual states.

Each state has a Prime Minister who is chosen by the Landtag. The Prime Minister then chooses his own cabinet, the members of which may or may not be members of the Landtag.

The primary members of the state's executive usually also belong to the legislative body. The number of seats a state parliament has varies from state to state. The party with the largest number of seats selects the president of the state legislature.

In the Federal Republic of Germany the individual states have many powers and responsibilities, for example:

Culture

The federal states direct the cultural activities in their region.

Education.

The educational system (elementary schools, high schools and higher education) is the responsibility of each individual state. The individual states regularly discuss the ongoing education problems, reforms and changes with each other through the Cultural Ministry Conference of the Federal States.

Police and State Courts

Environmental Protection

Problems that concern more than one state are handled by the Federal Ministry for Environmental Protection

Local governments

The state legislature sets standards for local administration of the individual communities and sets the tax rates and oversees the collection of taxes.

State-wide Planning

Press, Radio and Television

The state government shapes the political activities for a federal state. The state legislature is a control organization in that it oversees the administration and the workings of the government.
The state legislature transfers some of its political power to the executive branch of state government. The Prime Minister of the state is not directly elected by the people, but is chosen by the party in power in the legislature. The Prime Minister then chooses the other ministers to form the executive branch. The state legislature also transfers some political power to the judicial branch (judges also selected by the legislature). The division of power is intended to prevent any one political institution from having too much power. Each federal state is provided with several ministries (for example the Education Ministry, the Interior Ministry, the Environmental Protection Ministry, etc.). The ministries have headquarters in the governmental administrative districts. The number of administrative districts depends on the size of a state. The administrative districts have authority over smaller districts, called Kreise, and municipalities. There are also city councils and district (Kreise) legislatures, which consist of citizens who are directly elected in local elections (i.e., not appointed by the state legislature).

L4

Lesson 4 Geography of Germany

Lesson Objectives

The student will be able to:

- describe political, cultural and natural features of Germany as compared with those of the United States.
- discuss the relationship between natural features and the movement of people, goods and materials within Germany.
- analyze Germany's strategic importance in Europe and the world.

Materials and Resources

Activity 1 – Germany's Location in Europe

- Transparency 11 "A View from Space"
- Transparency 11A "Overlay: European Political Boundaries"

Activity 2 – Geophysical Features of Europe

- Transparency 12 "Perspective Overview Map of Germany"
- Transparency 12A "Overlay: German Political Map"
- Handout 1.1 "Physical Features of the United States"
- Handout 1.2 "Physical Features of Georgia"
- Worksheet 1.1 "Physical Characteristics and Comparisons"

Activity 3 – Transportation in Germany

- Transparency 13 "German Waterways"
- Transparency 14 "The Federal Highways"
- Transparency 15 "The Federal Railway System"

Activity 4 – Waterways, Highways, Railways

- Handout 1.3 "Germany's Transportation System"
- Worksheet 1.2 "Decision Making Chart"

Activity 5 – Traveling Across Germany

- Worksheet 1.3 "Letter From Germany"

Activity 6 – Establishing Sister City Relationships

- Worksheet 1.4 "Sister City Data Sheet"

Activities

Activity 1 – Germany's Location in Europe

Begin the lesson by projecting Transparency 11 "A View from Space". Explain to students that if you were to look at the earth from space, Europe and Germany would look as they do on the transparency. Place the political overlay of Europe over Transparency 11 and have students identify the following:

- Countries that border Germany (Poland, Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium, Netherlands, Denmark)
- Major European cities that appear as bright red on the transparency (Paris, Rome, Amsterdam, London)
- Bodies of Water that appear as dark blue on the transparency (Mediterranean Sea, Baltic Sea, North Sea, Atlantic Ocean, Adriatic Sea)
- Major mountain ranges (Alps, Pyrenees)
- Students can also recognize forested areas (shown as dark green), pasture land (shown as light green) and farmland (shown as yellow/brown)

This transparency clearly shows that the borders between countries are political boundaries and are only seldom natural boundaries. How large a country seems to someone depends on that person's perspective. From space, one can recognize that Germany is part of the larger continent of Europe.

Activity 2 – Geophysical Features of Europe

Project Transparency 12 "Perspective Overview Map of Germany" on the overhead to highlight the various landscapes of Germany. Explain to students that the map perspective does not provide an accurate scale. Many physical and cultural features of the German landscape can be identified, however. To reinforce the relationship between physical and cultural features, ask different students to come up to the overhead projector and locate the following:

Major cities: Munich, Berlin, Stuttgart, etc.
Ports: Bremen, Hamburg, Kiel, Lübeck, etc.
Bodies of Water: North Sea, Baltic Sea, Lake Constance, Danube River, Rhine River, Elbe River, etc.

Distribute Handout 1.1. "Physical Features of the United States" and Handout 1.2 "Physical Features of Georgia" to each student. Then, have each student complete Worksheet 1.1 "Physical Characteristics and Comparisons" as the political transparency overlay is projected along with Transparency 12.

Activity 3 – Transportation in Germany

Show Transparency 13 "German Waterways" and ask students the following questions:

1. What makes it possible to ship goods by river from Frankfurt (located on Main River) to Passau (located on Danube River)? [Answer – Main-Danube Canal]
2. What two rivers form part of the eastern boundary of Germany? [Answer – Oder and Neiße Rivers]
3. What shortens the route for ocean vessel traffic moving between the North and Baltic Seas? [Answer – North Sea-Baltic Sea Canal]
4. What are the three primary tributaries of the Rhine River? [Answer – Neckar, Main and Moselle Rivers]
5. In which direction do the following rivers flow: Danube, Rhine and Weser? [Answer – Danube, east; Rhine, northwest; Weser, north]

Next, show Transparency 14 "The Federal Highways" and ask the following questions:

1. If you were traveling from Leipzig to Munich (München), you would travel south on which federal highway? [Answer – 9]
2. Which Federal state seems to have the highest concentration of federal highways? [Answer – North Rhine-Westphalia]
3. How many kilometers is it by highway from Hamburg to Berlin? [Answer – 155 miles]

Next show Transparency 15 "The Federal Railway System" and ask the following questions:

1. Which cities are the major rail centers of Germany? [Answer – Hamburg, Berlin, Cologne, Frankfurt, Munich]
2. How many kilometers is it by rail from Stuttgart to Cologne? [Answer – 297 miles]

As a summary, place students into groups of two, three or four and give each group the following task:

Trace and compare water, highway and rail routes (illustrated by the three transparencies) which could be used to ship goods between the cities of Ulm and Berlin. Which route is the most direct based on a comparison in kilometers? Which one might be the quickest? Which do you think would be most cost effective for delivering large amounts of lumber?

Have each group reach a consensus about their answers to the above questions. Then, randomly call on individuals from different groups to give their answers and explain their rationale.

Activity 4 – Waterways, Highways, Railways

Explain the following simulation scenario to students:

You are a German entrepreneur interested in establishing a large discount store selling do-it-yourself home improvement materials. You will be importing goods from other countries (e.g., lumber from Canada, hardware from the Czech Republic and wallpaper from France) as well as from other areas within Germany. You have enough capital to build one store. Identify which one of the following cities should be chosen as the site for your store and explain your reasoning.

Hamburg Berlin Frankfurt

Divide students into groups of three or four and distribute one copy of Handout 1.3 "Germany's Transportation Systems" per group. Each group should read the handout and then use Worksheet 1.2 "Decision Making Chart" to list and discuss the consequences of each city selection. Assign different roles to the members of the group (e.g., reader, recorder and consensus checker) to facilitate cooperative interaction and completion of the task.

Activity 5 – Traveling Across Germany

As a summary assignment to this activity assign students to groups of three or four. Ask each group to fill in the blanks to Worksheet 1.3 "Letter From Germany." As enrichment (or for high achieving students) have the groups compose their own one-page letter about a fictional vacation trip through Germany. It should include specific information about cities, routes and recreation sites. These letters could then be exchanged with those from other groups to check for geographic accuracy and grammatical expression.

Activity 6 – Establishing Sister City Relationships

Many cities in the United States have established "sister city relationships" to promote better cultural understanding at a grass roots level. This activity may serve as a culmination of what students have been learning about Germany and Germans. Based on their studies, the class should generate a list of at least six German cities that they find interesting and with which they would like to pursue further contact. To assist in this process students could be assigned to one of six groups, and each group would be asked to complete Worksheet 1.4 "Sister City Data Sheet" with information about a different German city.

Once the data is obtained on the six different cities, then the whole class should discuss the following questions:

Which German city(ies) are most similar to our own (or nearby) U.S. city?

How does our own city differ from these German cities?

With which city should our class form a "sister city" partnership, and what are the advantages and shortcomings to our selection?

Once the German city has been selected, one letter from the class should be sent to the Sister City Organization requesting further information about the city as well as appropriate contact persons and addresses. The organization's address appears below:

Sister Cities International
Suite 424-426
1645 Eye Street, N.W.
Washington, D.C. 20006

This project could be a community activity involving local businesses and political leaders from the students' city. A great deal of current information could thus be obtained which would promote better international understanding and cooperation between the peoples of Germany and the United States.

A View from Space

© Deutsches Fernerkundungsdatenzentrum (DFD), D-82230 Weßling

Overlay: European Political Boundaries

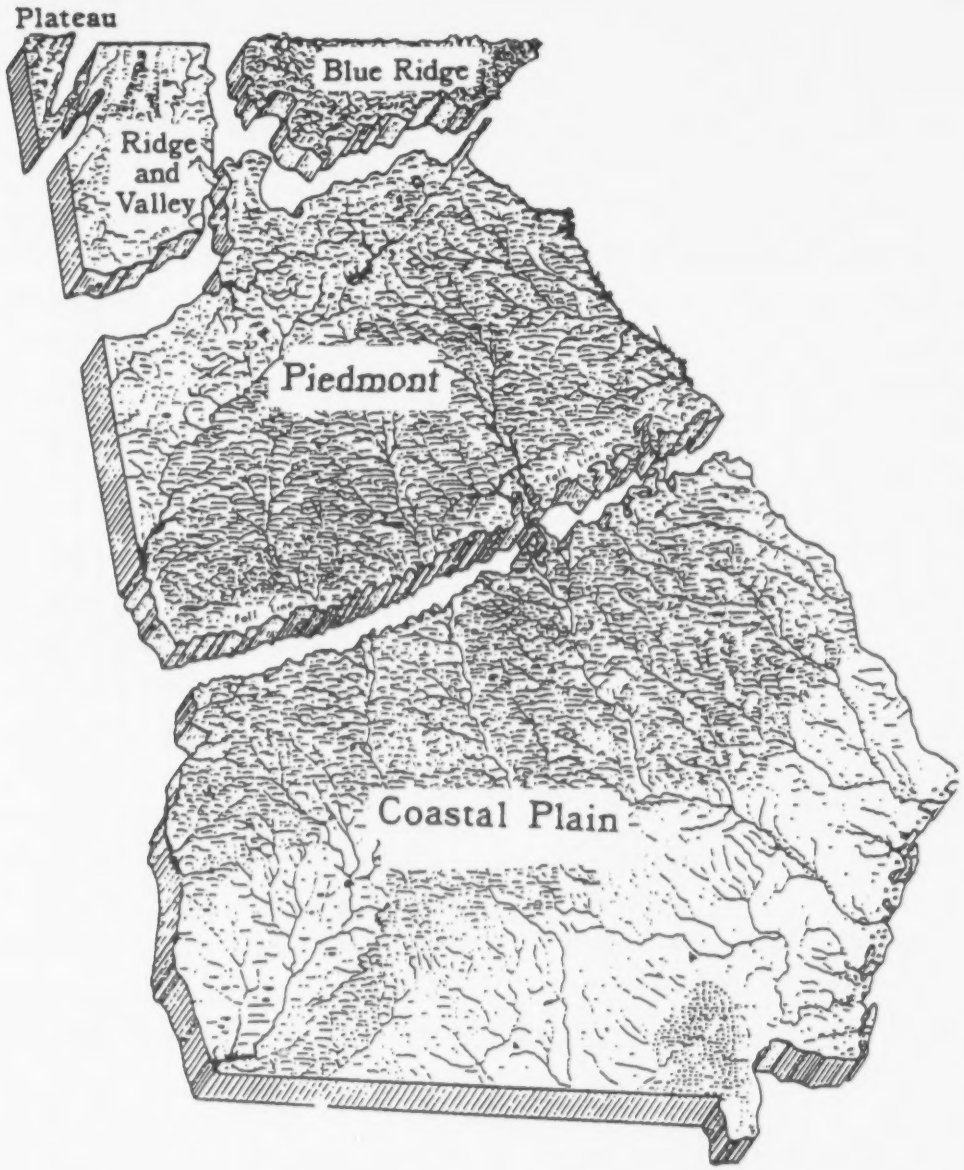
Perspective Overview Map of Germany

© Mairs Geographischer Verlag/Studio Berann-Viekind

Overlay: German Political Map

Physical Features of the United States

Physical Features of Georgia



Physical Characteristics and Comparisons

Use Transparency 11 to answer the following questions:

1. The North German Plain is shown on the map in green. Through which federal states does the North German Plain run?

2. Sub-alpine mountain ranges are shown on the map in yellow to light brown. In which German states are the foothills of the Alps located?

3. The foothills of the Alps and the Alps Mountains are shown in brown and dark brown on the map. In which federal states are these mountains found?

4. Which part of Germany is most densely settled?

Use Handouts 1.2 and 1.3 to answer the following questions:

5. Which U.S. mountain range is similar to the sub-alpine mountains of Germany?

6. Which U.S. mountain range is most like the Alps?

7. Find Georgia on the U.S. map and notice the location of mountains, foothills and plains. Look also at Handout 1.3 to make a comparison of the physical features of both Georgia and Germany. Describe how they compare. Lastly, describe how Germany's geography compares with that of your own state.

Physical Characteristics and Comparisons

Key

Use Transparency 11 to answer the following questions:

1. Q - The North German Plain is shown on the map in green. Through which federal states does the North German Plain run?

   A - The North German Plain runs through the states of Lower Saxony, Schleswig-Holstein, Mecklenburg-Western Pomerania, Saxony-Anhalt. Both of the city-states of Hamburg and Bremen are located there as well. The city-state of Berlin is located on the edge of the plain.

2. Q - Sub-alpine mountain ranges are shown on the map in yellow to light brown. In which German states are the foothills of the Alps located?

   A - Sub-alpine mountains are found in the states of North Rhine-Westphalia, in parts of Lower Saxony, in Hesse, Baden-Württemberg, Rhineland-Palatinate, parts of Bavaria, Thuringia, Saxony-Anhalt and Saxony.

3. Q - The foothills of the Alps and the Alps Mountains are shown in brown and dark brown on the map. In which federal states are these mountains found?

   A - The foothills of the Alps are located in Baden-Württemberg and Bavaria while the Alps proper, shown in brown and dark brown on the map, are found only in the state of Bavaria.

4. Q - Which part of Germany is most densely settled?

   A - From the overview map it can be seen that the western part of Germany is more densely settled than the eastern part. Especially clear is the concentration of cities in the region of the Rhine and Ruhr rivers, where the population is most dense.

Use Handouts 1.2 and 1.3 to answer the following questions:

5. Q - Which U.S. mountain range is similar to the sub-alpine mountains of Germany?

   A - The Appalachians are most like the sub-Alpine mountains of Germany.

6. Q - Which U.S. mountain range is most like the Alps?

   A - The Rocky Mountains are similar to the Alps.

7. Q - Find Georgia on the U.S. map and notice the location of mountains, foothills and plains. Look also at Handout 1.3 to make a comparison of the physical features of both Georgia and Germany. Describe how they compare. Lastly, describe how Germany's geography compares with that of your own state.

   A - Germany and the state of Georgia both contain mountains, foothills (the Piedmont) and plains. However, Georgia's geographic pattern is the inverse of Germany, with the mountains in the northern part of the state instead of the south.

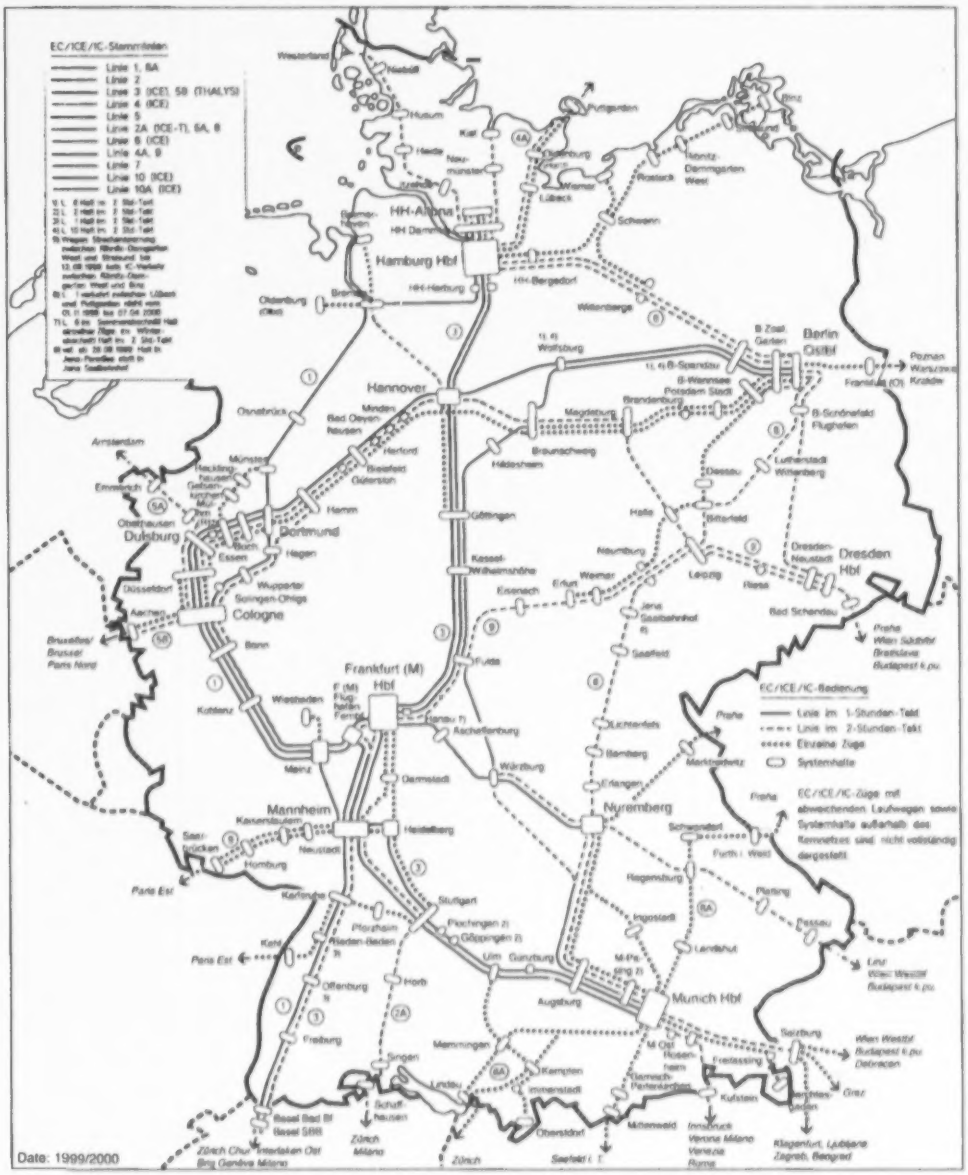
German Waterways

BEST COPY AVAILABLE

The Federal Highways

BEST COPY AVAILABLE

The Federal Railway System



BEST COPY AVAILABLE

Germany's Transportation Systems

Waterways

Germany's navigable rivers and canals are important transportation routes. Almost 20% of trade goods are transported along the waterways. The Rhine is the most important waterway of Germany. Eighty percent of the goods that are transported by water are carried on this river. On the mouths of the larger rivers are important ports.

With industrial development and the need for more energy, the rivers play a further important function. They provide cool water for atomic power plants and cover, in part, the water requirements for large industrial plants.

The bad side of having large industrial plants on the sides of rivers is the water pollution associated with them. More and more environmental protection organizations and private citizens are calling attention to this condition, and it will be a challenge in the next few years for the entire society to see if the environment and waterways can be cleaned up. In the Rhine River area the first advancements have already been made.

Federal Interstates

Germany is crossed by a dense network of interstate highways that allow for speedy and efficient travel. In contrast to many other European countries, Germany does not charge any tolls for automobiles using the interstates. There are basically no speed limits on the interstates that run through the old states. However, for reasons of safety, signs showing maximum speeds are posted along certain stretches of the highway. The standard speed limit (when there is one) is 80 mph for passenger cars and 50 mph for trucks. Buses which are suitably equipped may reach a speed limit of 62 mph.

The dense network of interstates also brings a number of problems with it. Every year the heavy vacation traffic makes the main routes in Germany impassable. Especially in the months of June and July travelers have to count on long traffic jams. Automobile exhaust is one of the main causes of acid rain and the dying of the forests.

So that travel on the interstates may be as smooth as possible, travelers find a lot of information posted along the highway. If travelers note and use this information they can avoid serious situations, avoid heavy traffic, and go for help when there is an accident. There are no billboards on the German interstates as there are on the sides of roads of other European countries. Drivers can get information about construction sites, traffic, danger zones and accidents on the radio. Radio programs are often interrupted for this reason.

The Deutsche Bahn AG (German Railways)

The Federal Republic of Germany has a well-developed rail network that makes traveling to neighboring countries and between the different German states and regions very easy. But even the traveling itself is a tourist attraction: for example, people traveling by rail can enjoy romantic routes and views in the Black Forest and the Bavarian Woods, in the Vogtland and the Rhine valley.

On January 1, 1994 the two independently-organized state railways, Deutsche Bundesbahn in the west and Deutsche Reichsbahn in the east, were merged to form the Deutsche Bahn Aktiengesellschaft (DB AG).

The trend of closing down less profitable branch lines of the DB AG was stopped in 1995 and reversed with regard to passenger transport. The construction of new lines for high-speed travel with the ICE (InterCity Express) trains and the reactivating of regional branch lines are building projects which began in 1996 and will continue over the next few years. People in Germany – including Germany's political decision-makers – once again have a good opinion of rail transport and the advantages it offers. Deutsche Bahn hopes that the special prices it is offering will persuade many new customers to switch permanently to environmentally-friendly rail transport. However, in the goods transport sector, rail transport is continuing to lose ground to transport by road. The biggest cause of this is the opening up of markets in eastern Europe; due to its position in the middle of Europe, the Federal Republic of Germany has become a transit country. A steadily increasing number of trucks on highways and superhighways are exacerbating the growing environmental and traffic problems.

ICE – InterCityExpress

The ICE is increasingly becoming the backbone of high-speed travel in Germany. The 174 mph trains can only be used with a special rail ticket.

Germany's Transportation Systems

EC – EuroCity

EC trains link Germany with almost every country in Europe. The top speeds of these trains, which meet high international standards, is 124 mph.

IC – InterCity

IC trains link all big cities in Germany every hour at a top speed of 124 mph. The rail cars used have the same standards as the EC trains.

ICN – InterCityNight,
EN – EuroNight,
CNL – CityNightLine

All three of these trains are particularly comfortable "hotel" trains that travel overnight along selected rail links in Germany (as ICN) and abroad (as EN and CNL). Special fares apply to these trains.

IR – InterRegio,
D-trains

IR (Inter-Regional) and D-trains link small and medium-sized towns in Germany. They stop more frequently than EC and IC trains and hence are more suitable for short distances within regions. With their modern rail cars, these trains travel along welldeveloped rail networks at speeds of up to 124 mph and 99 mph.

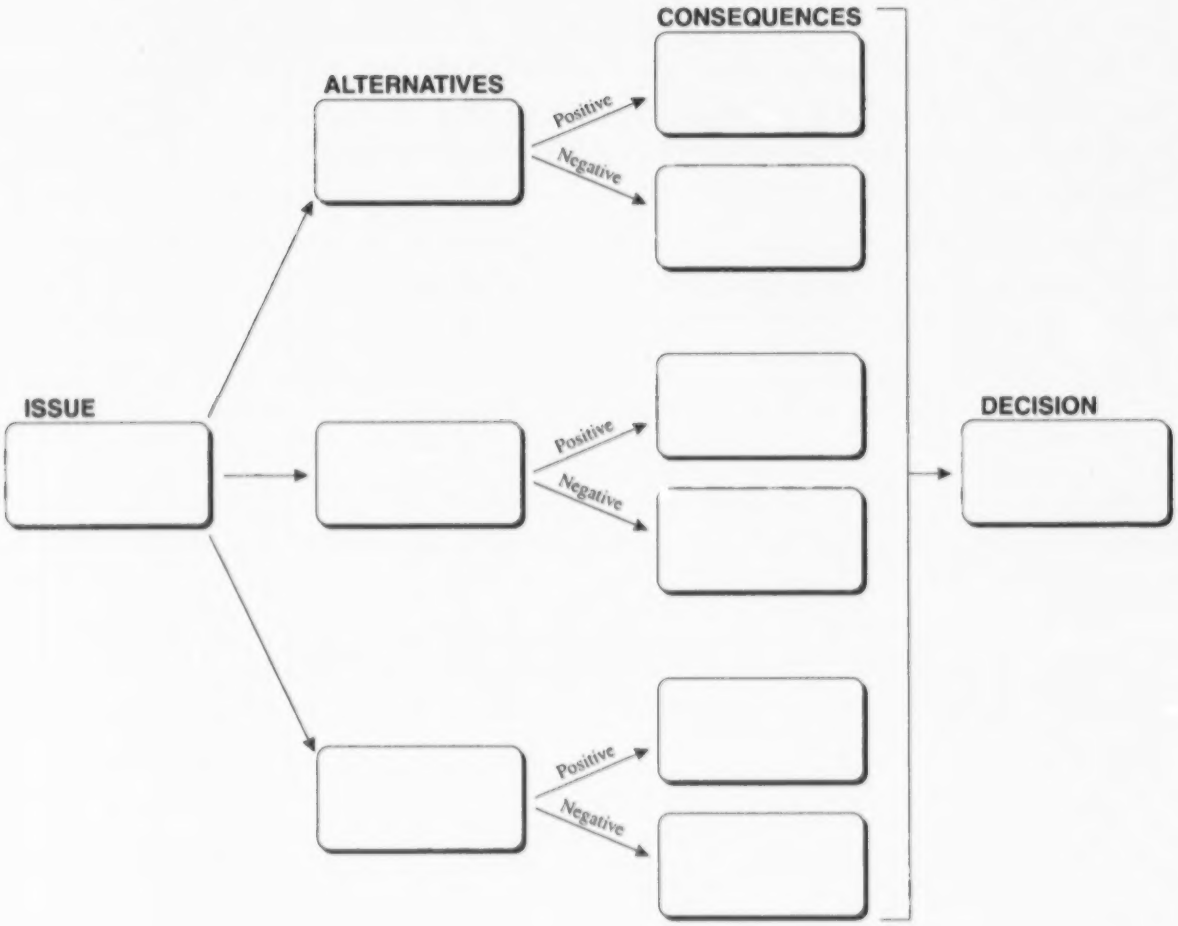
SE – StadtExpress (City Express),
RE – RegionalExpress (Regional Express)
RB – RegionalBahn (Regional Train)

These trains provide a local sevice between towns and their suburbs and outlying rural communities in the individual regions.

- SE trains link districts in conurbations and stop at almost all stations.
- RE trains link important centers in the region and do not stop everywhere.
- RB trains stop at almost every station in the region.

Train Name	Train Type	Journey	Distance	Stops	Duration	Speed
Wilhelm Conrad Röntgen	ICE 895	Hamburg-Munich	510 miles	8	5 hours, 51 minutes	Up to 174 mph
Nordfriesland	IC 823	Nuremberg-Passau	130 miles	2	2 hours, 13 minutes	124 mph
Joseph Haydn	EC 27	Bonn-Frankfurt	119 miles	3	1 hour, 53 minutes	124 mph
	IR 2570	Karlsruhe-Heidelberg	34 miles	1	39 minutes	124 mph
	RB 16600	Erfurt-Eisenach	35 miles	10	50 minutes	62 mph

Decision Making Chart



BEST COPY AVAILABLE

"Letter from Germany"

Dear Robert,

I'm writing you from Berlin at the end of my trip to Germany. It's been an excellent trip. We left Atlanta two weeks ago and flew to _____, a city in the Alpine Foothills, and capital of Bavaria. The city is among the world's most beautiful.

Next we drove northwest using route _____ which is an autobahn, or expressway. Most of the time there was no speed limit! We crossed the _____ and _____ Rivers and arrived at the border town of _____. From there we followed autobahn _____ north paralleling the Rhine _____ on our way to _____ which is known for its international airline traffic. From there we drove _____ to _____ which has been the seat of government, but now berlin is the capital.

While in that city, we took a cruise on Germany's busiest river, the _____. It's a beautiful river, but there is a problem with chemical pollution in the water because of the many factories in the region which dump their wastes into the river.

We traveled on the river northwest to a waterway called the _____ Canal where we traveled by boat east and north to the _____ River.

We got off the boat in a small village and traveled by train northeast to the city-state of _____, on the _____ River.

After leaving this old port city, we took a commuter flight into _____ the formerly divided city. It's so strange to see remnants of the wall that used to keep people from the eastern side from crossing into the West. This city was full of all kinds of wild-looking young people from across Europe.

I hope to visit here again. Maybe we can get a school group to come here!

See you soon,

Jennifer

"Letter from Germany" **Key**

Dear Robert,

I'm writing you from Berlin at the end of my trip to Germany. It's been an excellent trip. We left Atlanta two weeks ago and flew to _____Munich_____, a city in the Alpine Foothills, and capital of Bavaria. The city is among the world's most beautiful.
Next we drove northwest using route _____8_____ which is an autobahn, or expressway. Most of the time there was no speed limit! We crossed the __Danube_____ and __Neckar_____ Rivers and arrived at the border town of _Karlsruhe_____. From there we followed autobahn _____5_____ north paralleling the Rhine _River____ on our way to __Frankfurt___ which is known for its international airline traffic. From there we drove __northwest_____ to ____Bonn_____ which has been the seat of government, but now berlin is the capital.
While in that city, we took a cruise on Germany's busiest river, the __Rhine_____. It's a beautiful river, but there is a problem with chemical pollution in the water because of the many factories in the region which dump their wastes into the river.
We traveled on the river northwest to a waterway called the __Dortmund-Ems_____ Canal where we traveled by boat east and north to the _____Ems_____ River.
We got off the boat in a small village and traveled by train northeast to the city-state of ___Bremen____, on the ___Weser____ River.
After leaving this old port city, we took a commuter flight into ____Berlin_____ the formerly divided city. It's so strange to see remnants of the wall that used to keep people from the eastern side from crossing into the West. This city was full of all kinds of wild-looking young people from across Europe.
I hope to visit here again. Maybe we can get a school group to come here!

See you soon,

Jennifer

Sister City Data Sheet

	Our City	German City
Latitude and Longitude		
Areas (Square Miles)		
Elevation		
Climate		
Region/Location		
Rivers/Bodies of Water		
Agriculture		
Natural Resources		
Industry		
Transportation		
Population		
Religion		

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").